DOCUMENT RESUME

ED 379 474 CE 068 298

AUTHOR	Munch, Joachim; Henzelmann, Torsten
TITLE	Systems and Procedures of Certification of Qualifications in the Federal Republic of Germany. National Report. 4th Edition. CEDEFOP Panorama.
INSTITUTION	European Centre for the Development of Vocational Training, Berlin (Germany).
PUB DATE	94
NOTE	98p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 294-297.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS	*Germany

ABSTRACT

This report describes current systems and procedures for certification in Germany. An introduction makes brief reference to the characteristics of the general and vocational training systems. Section 1 contains a preliminary explanation. Section 2 describes the German educational system. Section 3 is a typology of examinations and certificates that can be gained by school attendance, within the dual system, through continuing training, and at universities and establishments of higher education. Section 4 offers an overview of the most important certificates. Five charts that correspond to the five components of the education system--general education schools, vocational training schools, dual system, continuing training, and establishments of higher education--correlate awarding bodies and name of certificate. Section 5 describes the procedures for developing education courses and certificates in the five components of the system. Section 6 discusses individual certificates. Each description includes some or all of these components: short description of the educational course, types and names of certificates, requirements for attaining the certificates, who awards the certificates, what the certificates qualify or entitle the bearer to do, and remarks. Section 7 focuses on certificates as determinants of social and occupational/professional opportunities. Appendixes include glossaries of selected institutions, legislation, and terminology. Contains 37 references. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CEDEFOP panorama

ED 379 474

Systems and procedures of certification of qualifications in the Federal Republic of Germany

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Polili

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 068 292

BEST COPY AVAILABLE

CEDEFOP panorama

Systems and procedures of certification of qualifications in the Federal Republic of Germany

By Joachim Münch
in collaboration with
Torsten Henzelmann

May 1993

4th edition, Berlin 1994

Edited by:
CEDEFOP- European Centre for the
Development of Vocational Training
Jean Monnet House,
Bundesallee 22, D-10717 Berlin
Tel.: 49-30+88 41 20
Fax: 49-30+88 41 22 22
Telex: 184 163 eucen d

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities.

National report 3

Cataloguing data can be found at the end of this publication.

Berlin: CEDEFOP - European Centre for the Development
of Vocational Training, 1993

4th edition, Berlin 1994

Reproduction in whole or in part of the contents of this publication
is authorized, provided that the source is acknowledged.

Printed in Germany

Systems and procedures for the certification of qualifications

National monographs

In the context of preparation by the social partners of a "joint opinion on occupational qualifications and certification" (adopted on 3 July 1992), the Centre has been asked to undertake comparative analysis of systems and procedures for certification currently being applied within the European Communities. The authors of the monographs on the national training systems, another area of CEDEFOP's work, and who are in an ideal position to acquire information, have for the most part been asked to carry out this work.

National reports have now been concluded in the original language and are currently being translated. We are pleased to present these in a new publication series

"CEDEFOP Panorama"

These may be obtained free of charge upon request from CEDEFOP.

In these publications the authors, after making brief reference to the characteristics of the general and vocational training systems in their countries, describe all aspects of how qualifications are certified:

- formulation and introduction of certificates, qualifications and diplomas: the relevant institutions, procedures, tripartite or joint consultation or decision-making commissions;
- access to qualifications: conditions, means, motives, channels;
- certification: aims, contents, means, procedures;
- usefulness, use, trends and problems.

To keep up to date with national situations which are in a constant state of flux, the Centre would be grateful for reader's comments.

Cross-reference reading of the twelve monographs to formulate a synthesis report and a summary table is being carried out by a European institute specialized in international comparison of education and vocational training systems.
This publication currently is being prepared.

Maria Pierret
July 1993

The System of Certification in the Federal Republic of Germany

		Page
1.	Preliminary explanation and restrictions	5
2.	The education system in the Federal Republic of Germany - an overview	7
3.	Typology of examinations and certificates	16
3.1	Certificates that can be gained by school attendance	16
3.2	Certificates that can be gained within the dual system	17
3.3	Certificates that can be gained through continuing training	18
3.4	Certificates that can be gained at universities and establishments of higher education	20
4.	An overview of the most important certificates	21
5.	Procedure for developing educational courses and certificates	25
5.1	Procedure for developing educational courses and certificates in general education schools	25
5.2	Procedure for developing educational courses and certificates for vocational training schools using the example of a specialized institute	26
5.3	Procedure for drawing up training regulations and coordinating them with skeleton curricula	28
5.4	Procedure for the enactment of further training regulations by the competent bodies (chambers)	33
5.5	rocedure for developing study regulations and certificates for universities and specialized institutions of higher education	35
6.	Description of individual certificates	36
6.1	Certificates in general education schools	36
6.1.1	Primary stage certificates	36
6.1.2	Secondary school stage I certificates	38
6.1.2.1	Lower secondary school certificates	38

6.1.2.2	Intermediate secondary school certificates	41
6.1.3	Secondary school stage II certificates (grammar schools)	43
6.2	Vocational training school certificates	46
6.2.1	Certificates attained at vocational extension schools	46
6.2.2	Full-time specialized vocational school certificates	47
6.2.2.1	Certificates attained at full-time specialized vocational schools leading to qualifications in a recognized training occupation (in accordance with the Vocational Training Act)	48
6.2.2.2	Certificates attained at full-time specialized vocational schools, the attendance of which is credited towards the duration of training in a recognized training occupation	49
6.2.2.3	Certificates attained at full-time specialized vocational schools leading to a vocational qualification that can only be acquired at a school	50
6.2.3	Certificates attained at higher technical schools	51
6.2.4	Vocational grammar school certificates	52
6.3	Certificates attained within the dual system of vocational training	53
6.4	Continuing training certificates	59
6.4.1	Certificates from specialized institutes	59
6.4.2	Chamber certificates	62
6.4.2.1	Further vocational training examination certificates	
6.4.2.2.	Certificate of aptitude as a vocational trainer in trade and industry	64
6.4.2.3.	Attendance certificates and certificates confirming performance	65
6.4.2.4	Certificates awarded by other continuing vocational training institutes	65
6.4.2.4.1	Certificates issued by adult education centres	65
6.4.2.4.2	Distance learning certificates	67
6.5.	Higher education certificates	68
6.5.1	Certificates from vocational academies	68

6.5.2	Certificates awarded by specialized institutions of higher education	70
6.5.3	University certificates	72
7.	Certificates as determinants of social and occupational/professional opportunities	75
7.1	Opportunities on the training place market	75
7.2	Opportunities in the labour market	77
7.3	Income opportunities	78
8.	Summary	80
	Bibliography	82

The System of Certification in the Federal Republic of Germany

1. Preliminary Explanations and Restrictions

In Germany the written confirmation of successful (or even unsuccessful) attendance of a training course and/or attainment of a qualification is called a **ZEUGNIS** (certificate/report). Higher education certificates are usually termed **DIPLOM** (diploma). The term **ZERTIFIKAT** (certificate) is used less often in Germany. In the following report it will be used as a *collective term* for all forms of proof of attendance and achievement.

In general, certificates fulfil a number of functions and these can be divided into three groups:

- Educational psychological functions (e.g. prognosis)
- Socio-economic functions (e.g. selection)
- Legal functions (e.g. assessment of eligibility).

Bearing in mind the objectives of the study as well as the space and time constraints laid down by CEDEFOP (30-50 pages), the *eligibility* function will be given priority in this report. In other words, we shall be examining certificates with a view to assessing what education, training and continuing training a certificate entitles its holder to engage in.

In attempting to answer the question of the *modalities* of certification, the given conditions likewise require us to restrict ourselves to the essential and the fundamental. We should also remember that there are many examination

regulations and lists of examination requirements which are almost as voluminous as this study.

Part of this commission also deals with outlining the *metalevel of the examination system*. This means taking a look at who is involved in developing and adopting new courses, training and continuing training regulations, how this occurs as well as (and in important connection with this) how new examination regulations and certificates come about.

The *component structure* - general education schools, vocational training schools, the dual system of vocational training, the field of continuing training, and higher education - and also the *decentralised* structure of the education system in Germany result in there being no uniform model - in contrast to France, for example. The description of the metalevel will therefore be component-related. The afore-mentioned (main) components of the German education system also represent the sections into which this report is divided. The dual system will be dealt with in greater detail because of its particular significance and the particular complexity of the process involved in developing new vocational training regulations and the respective examination requirements. Other points will be dealt with in lesser detail.

With the (virtually) incalculable number of examinations and types of certificates, we shall have to forsake completeness and instead focus on those examinations and certificates which are highly significant both in terms of numbers (such as university entrance examinations and skilled worker examinations) as well as in terms of their importance for the social and vocational opportunities of the individuals they affect.

The value of a certificate depends primarily but not exclusively on the type of course, the successful completion of which is the requirement for acquiring

the certificate. Hence a brief description of the respective educational course is needed. A (once again) brief outline of the architecture of the education system in the Federal Republic of German should give a broad overview and show how the various courses fit into the education system as a whole.

2. The Education System in the Federal Republic of Germany - an Overview

A detailed description of the education system in the Federal Republic of Germany is neither necessary nor possible within the framework of this study. We do need, however, to work out and present the structural features, which will enable us to classify more accurately the certificates we later address in terms of institutions, profiles of contents, level and time dimensions.

The federal structure of the Federal Republic of Germany with its 16 federal Länder (since 3 October 1990) is a particularly prominent feature since, according to the Constitution, the Länder are responsible for all schools from general education to vocational training schools and (with certain limitations resulting from the skeleton competency of the Federal Government) for institutions of higher education. In contrast, the competency for vocational training in enterprises lies with the Federal Government. This constitutional regulation is instrumental in Germany´s examination system not being centralized, but rather decentralized and highly differentiated.

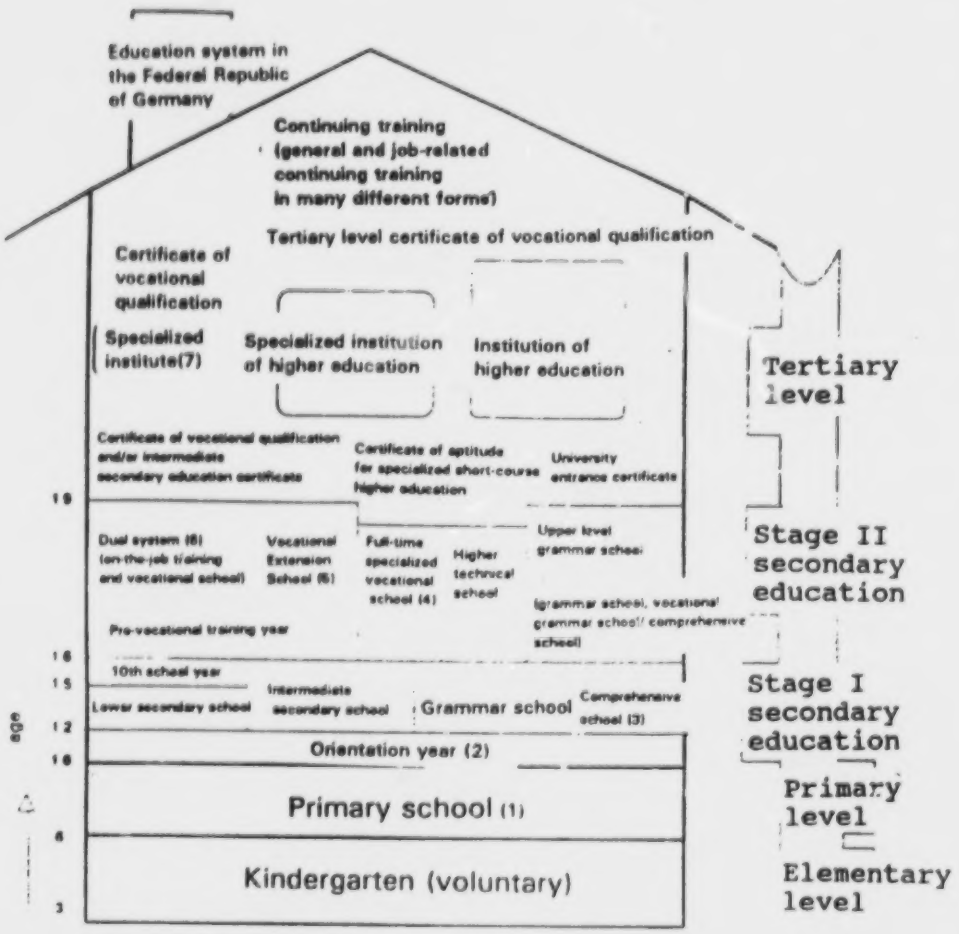
Disregarding special education schools, whose task is to educate the handicapped, and the pre-school area (kindergarten), the education system in Germany can be divided into the afore-mentioned main components. While these components can be distinguished relatively easily, they are at the same

time interwoven through a vast array of entrances, transitions, qualifications and certificates. We shall list these principal divisions once again:

- General education schools
- Vocational training schools
- The dual system (enterprise and vocational school)
- Continuing training
- Higher education

Figure 1

The education system in the Federal Republic of Germany



1. In the Land of Berlin, primary school lasts 6 school years and does not include an orientation year.
2. In all Länder except Bavaria, where the orientation year is being trial tested, and Berlin (5th and 6th school years included in primary school).
3. Some Länder have "regular" schools in addition to lower secondary, intermediate secondary and grammar schools. The remaining Länder have "offer" schools, a special type of school association or pilot school project.
4. Full-time vocational schools, differing in terms of their entrance requirements, duration and certificates awarded.
5. Either part-time parallel to vocational school or full-time after completing vocational school.
6. Depending on educational background (lower secondary, intermediate secondary or grammar school). The age of the trainees varies greatly according to when they enter and whether the training period is shortened. However, the majority are over 19 years of age when they complete the dual system!
7. Duration: 1 - 3 years.

BEST COPY AVAILABLE

The structure of *general education schools* is characterized by a primary stage, common to all pupils, followed by a secondary level which builds upon the primary stage and branches out vertically into the three forms of secondary school (lower secondary, intermediate secondary and grammar school). While lower secondary school (fifth or seventh to ninth school year, or fifth to tenth school year), intermediate secondary school (fifth to tenth school year) and the lower level of grammar school (fifth to tenth school year) are called stage I secondary education, the upper level of grammar school (eleventh or twelfth to thirteenth school year) comprises stage II secondary education. The different duration and the different objectives of these types of school correspond with the different value placed on the certificates each awards.

Vocational training schools fall into two categories, those which impart *marketable vocational qualifications* as a matter of priority and those which primarily grant *"elegibility"*, and as such resemble general education schools. Included among those vocational training schools which give priority to imparting *marketable vocational* qualifications are:

- full-time specialized vocational schools with three main variations and
- specialized institutes.

There are full-time specialized vocational schools that lead to a qualification in a recognized training occupation, others at which attendance counts towards the training period in a recognized training occupation, and still others that lead to a vocational training qualification which can only be achieved by attending school.

Specialized institutes fulfil the function of continuing training for upgrading purposes (e.g. from journeyman to master craftsman) and are therefore classified (later on) in the description of certificates under the area of

continuing training.

The schools in the health system are "a special type of educational establishment" (Federal Minister for Education and Science, Berufsbildungsbericht 1984, p. 47) and are usually organized by and housed in hospitals. These schools train nurses, midwives, physiotherapists, technical medical assistants, etc.

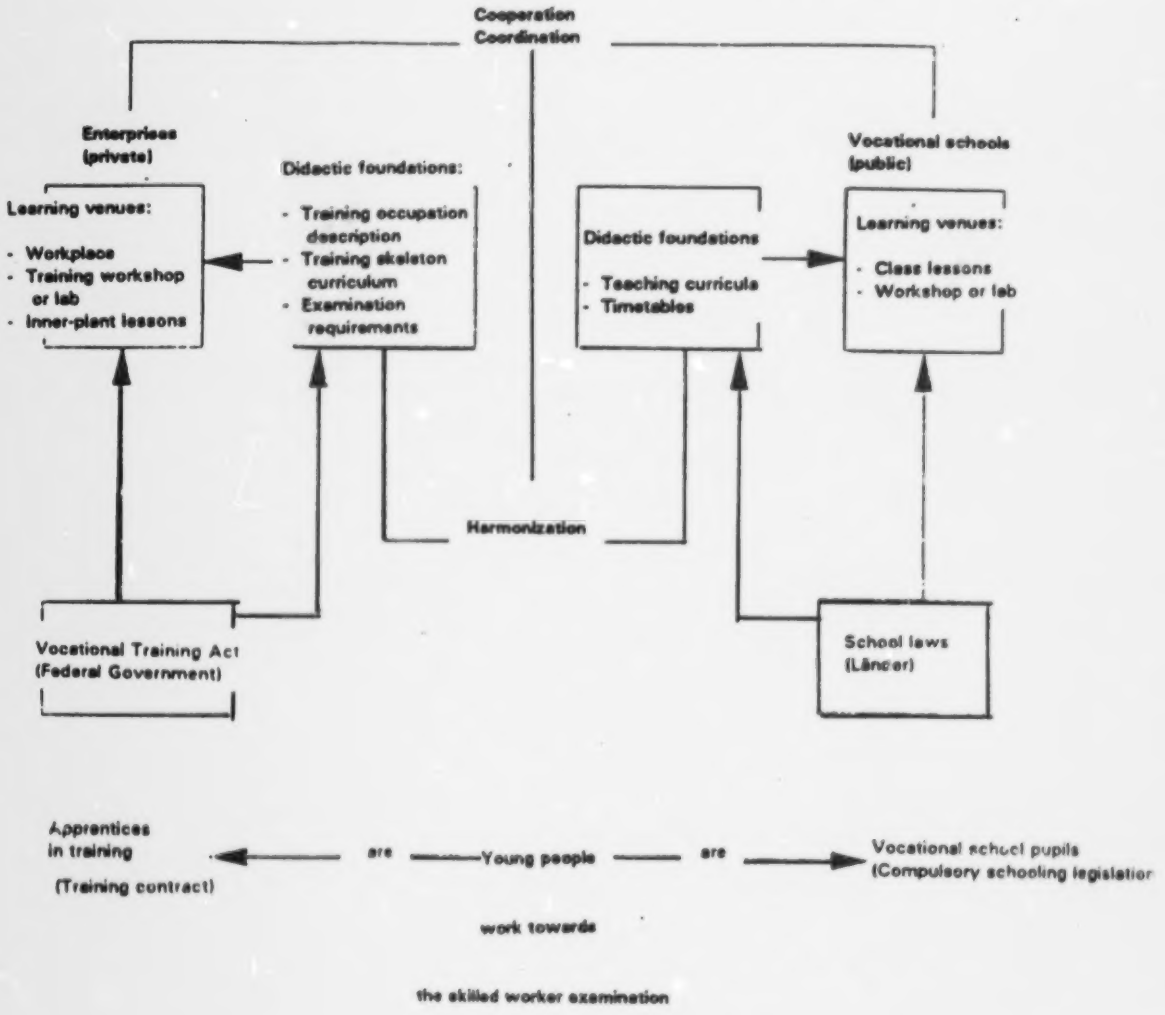
Those vocational training schools which *primarily* grant *"eligibility"* include:

- vocational extension schools,
- higher technical schools and
- vocational grammar schools.

While vocational extension schools and vocational grammar schools are relatively unimportant in terms of numbers as a result of changes in educational policy over the past three decades (opening of access to intermediate secondary schools and grammar schools), the higher technical schools founded in 1968/69 have assumed an important position in the education system of the Federal Republic of Germany as "feeders" for the specialized institutions of higher education.

Unlike general education schools and vocational training schools which tend to be relatively autonomous with the educational authorities and teachers virtually organizing matters including examinations by themselves, the *dual system* of vocational education represents an area which is interwoven with society and the economy in diverse ways and one in which employers and employees are involved and bear responsibility (in examinations as well). The basic structure of the dual system is illustrated in the following diagram:

Fig. 2 Structural features of the dual system



BEST COPY AVAILABLE

The state has established skeleton conditions (Vocational Training Act) for the dual system of vocational training but it is not directly involved in it. This is also one of the most important features of this system which distinguish it from general education schools and vocational training schools, which are mostly state run. The Vocational Training Act sees to it that employers and employees have equal representation in all committees and in all important decisions which have to be made in the dual system. This also applies, and this is something special, to organizing and conducting examinations in this field.

Continuing training is a very complex component of the education system in Germany and one which is not easily understood. Continuing training differs from other parts of the education system in the following features in particular:

- pluralism of suppliers
- its market character
- the subsidiary role of the state.

Among the providers of continuing training we find (mainly) state-run specialized institutes (continuing vocational training), (mainly) state establishments of higher education (academic/scientific continuing training), local adult education centres (mainly general and political continuing training but also continuing vocational training), the chambers as bodies under public law (continuing vocational training), private enterprises, public administrations and a large number of private providers of either a commercial or non-profitmaking nature. Although the continuing training market may show "imperfections", it amounts to supplier pluralism with the providers competing against each other.

The "imperfections" of the continuing training market result among other things from the lack of transparency of what is on offer. The state is only minimally involved in continuing training while it regulates and standardizes (i.e. through the individual Länder) general education schools, vocational training schools and establishments of higher education directly, and for the dual system it has created a relatively tight network of regulations with the Vocational Training Act. The competent authorities (the chambers), the institutions responsible for vocational training in enterprises, and the enterprises themselves have to adhere to these regulations. In exercising restraint in continuing vocational training the state enables and to a certain extent guarantees the diversity and dynamism which vocational training needs. At the same time it has proven to be exceedingly difficult to develop a transparent and coordinated certification system. "All further attempts that have been made to establish a generally applicable and transferable system of certification have foundered under the host of different task areas, providers and competences " (Ministerium für Wissenschaft und Weiterbildung Rheinland-Pfalz: Bericht Weiterbildung, 1992, p. 159).

A basic differentiation must be made when it comes to *higher education*: We have universities and other establishments of higher education of equal status (comprehensive universities, technical universities, teacher training institutions, art colleges, theological institutions) on the one hand and specialized institutions of higher education on the other. While most university courses are designed to take four years, the set time for a course at a specialized institution is normally three years. Whereas the university entrance exam is required for enrolment at a university, students only need to have a certificate of aptitude for specialized short-course higher education in order to enrol at a specialized institution. In practice about half the students at specialized institutions also have the "normal" university entrance certificate. Similar to the situation with general education and vocational

training schools, establishments of higher education - which come under the jurisdiction of the Ministries of Science and Cultural Affairs - are basically autonomous when it comes to drawing up their course and examination regulations.

3. Typology of Examinations and Certificates

3.1 Certificates that can be gained by school attendance

The following statements apply both to general education schools and to vocational training schools. In principle, a distinction must be made between two different types of certification. When

- a certificate is awarded *without a final examination* at the end of the course following successful attendance at the training establishment. Successful attendance is defined, in accordance with the relevant regulation of the training establishment, as a year for year progression through to the last class and attainment of minimum grades (although usually, low grades in certain subjects can be compensated for by higher grades in others). Written class tests usually form the basis for grading as a form of continuous assessment. Certificates drawn up in this way are generally called "Final Certificates" (e.g. in lower secondary schools);

- a certificate is awarded at the end of a training course on the basis of a *formal examination*. These examinations form part of the training course. They are conducted according to particular examination regulations and/or examination requirements, mostly comprise a number of sections (a written examination, an oral examination and, for particular vocational training courses, a practical examination) and take place over a short period of time (one to three months). In contrast to continuous assessment, these examinations are called *examinations on selected points* or *block examinations*.

Responsibility for conducting these examinations is mostly in the hands of the staff of the educational establishment although a representative of the school supervisory authority chairs the proceedings. The headmaster is usually asked to be chairman.

3.2 Certificates that can be gained within the dual system

While the state is more or less directly involved in examinations and certification in general education schools and vocational training schools, it only sets out the guidelines for vocational training within the dual system with its Vocational Training Act. State bodies are not responsible for examinations within the dual system. Nor are they responsible for vocational training (initial vocational training) nor for retraining or further training as stipulated by the Vocational Training Act. This is left to the *"competent bodies"* named as being responsible for this in the Vocational Training Act. Since the majority of these competent bodies are chambers (e.g. the Chambers of Industry and Commerce and the Chambers of Handicrafts), the examinations in the dual system are also called "Chamber Examinations". These chamber examinations are not state examinations and the resultant certificates therefore not state certificates (except in the case of examinations to become a master craftsman); it is important to note the further peculiarity that employers and employees are involved in chamber examinations.

3.3 Certificates that can be gained through continuing training

A typology of examinations and certificates in the area of continuing training must reflect the wide range of its training providers as well as the vast differences in legal status and kind of continuing training offers. For *state continuing training institutions*, as in the case of specialized institutes, the type of certification follows the example of other vocational training schools. For retraining and further training conducted along the guidelines of the Vocational Training Act, certification is carried out in the same manner as for vocational training within the dual system and here, too, it is the *competent bodies* (particularly the chambers) that carry out the examinations and certify the results.

Enterprises, the most important providers of continuing vocational training, are practically autonomous when designing their continuing training courses and therefore when examining. Examinations and certificates play a very minor role in *in-company* continuing training, however. This is largely a result of the kind of continuing training offered. Most opportunities for in-company continuing vocational training fulfil the criteria of *updating training* (updating qualifications to meet new technological, organizational and/or personnel demands) and are of short duration. Furthermore, enterprises usually dispense with formal examinations at the end of a continuing training course for psychological reasons. After all, enterprises are more interested in the transferability of continuing training, that is, the practical application of the material learnt, than on assessment or certification of successful learning. If certificates are issued, they are attendance certificates and evidence of achievement that have little or no importance outside the enterprise.

Adult education centres have their own system of certification and their own examination headquarters (the educational seat of the German Adult Education Association in Frankfurt). They have their own examination regulations and regulations for conducting examinations. A certificate awarded by the adult education centres on the basis of examinations is called an *"Adult Education Certificate"*. This highlights the fact that certificates awarded by adult education centres are neither state certificates nor certificates awarded within the dual system on the basis of the Vocational Training Act. When adult education centres prepare students for further vocational training and/or vocational retraining examinations, the examinations are conducted by the relevant bodies (i.e. chambers).

Private continuing vocational training institutes - whether commercial or non-profitmaking - only award attendance certificates or certificates confirming attendance as a rule. They thereby acknowledge the fact that staff with many years professional experience, who are also mostly in executive positions in their companies, are not interested in a formal statement of their achievements through examinations and corresponding evidence of performance. Private providers take this into account, for "market policy" reasons also. It is worth noting that private providers tend to offer short-term *updating training courses* lasting anything between a few hours and a few days.

Distance-learning institutes, which count as private continuing training institutions, prepare students for examinations and certificates with their teaching offers (correspondence courses, partly in conjunction with face-to-face teaching). Exam preparation is usually conducted face-to-face in other institutions (e.g. state schools, the dual system of vocational training). Distance learning institutes do not have the competence to conduct examinations in these courses, however. Distance learning students sit for

the relevant examinations as "external students". Distance learning institutes that offer courses not covered by public regulations are free to name and design their certificates according to the recommendations of the German Association of Distance Learning Institutes.

3.4 Certificates that can be gained at universities and establishments of higher education

Diploma examinations, examinations to attain a doctorate and the Venia legendi (permission to teach at a university) are *higher education examinations*. That means, they are conducted by universities and other establishments of higher education under their own responsibility and in accordance with state-approved examination regulations. *State examinations*, that is, examinations carried out under the chairmanship and supervision of state examination officers, serve to attain particularly important public certificates. These are, for example, examinations in the fields of medicine, law and education.

4. An Overview of the Most Important Certificates

The great number of different examinations and certificates reflects the highly ordered and differentiated system of education in the Federal Republic of Germany. "In the Vocational Training Act alone, which only regulates the section dealing with non-school vocational training, there are (according to the legal principles) approximately 25 different forms of examinations, assessments and statements of performance" (Reisse 1991, p. 346).

The guidelines for the present study only allow us to describe the most important certificates. The "importance" of certificates is determined by the following factors:

1. Certificates, the attainment of which affects the person's social and occupational opportunities;
2. Certificates aspired to by a large number of people. This applies, for example, to
   - the university entrance certificate obtained at general education schools;
   - the certificate of aptitude for specialized short-course higher education obtained at vocational training schools;
   - the certificate confirming the bearer has passed the final examination in the dual system;
   - the certificate confirming the bearer has passed the further vocational training examination in the field of continuing vocational training;
   - the diploma obtained in the field of higher education.

The following overview is based on the organizational principle of dividing the education system into five components.

General Education Schools

Awarding Bodies	Name of Certificate
Primary schools	• Final certificate • Leaving certificate[1]
Orientation stage	• Annual school report; does not represent completion in its own right
Lower secondary schools	• Final certificate • Leaving certificate[1]
Intermediate secondary schools	• Intermediate secondary school final certificate • Leaving certificate[1]
Grammar schools	• University entrance certificate • Intermediate secondary school final certificate[2] • Leaving certificate[1]

Vocational Training Schools

Awarding Bodies	Name of Certificate
Vocational extension schools	• Intermediate secondary school final certificate (specialized institute entrance certificate) • Leaving certificate[1]
Full-time specialized vocational schools	• Final certificate • Intermediate secondary school final certificate[3] • Leaving certificate[1]
Higher technical schools	• Certificate of aptitude for specialized short-course higher education • Leaving certificate[1]
Vocational grammar schools	• General/subject-specific university entrance certificate[4] • Leaving certificate[1]

Dual System

Awarding Bodies	Name of Certificate
Vocational schools	• Final certificate • Leaving certificate[1]
Competent bodies[5]	• Intermediate examination certificate • Examination certificate
Enterprises	• Training certificate

Continuing Training

Awarding Bodies	Name of Certificate
Specialized institutes, e.g. Master craftsman schools[6]	• Master craftsman certificate • Leaving certificate[1]
Technical colleges	• Technical college examination certificate • Leaving certificate[1]
Chambers[7]	• Further vocational training examination certificate (e.g. Industrial master craftsman's examination) • Trainer aptitude examination certificate • Attendance certificate[8] • Evidence of performance certificate[8]
Other continuing vocational training institutes[9]	• Attendance certificate[8] • Evidence of performance certificate[8]

Establishments of Higher Education

Awarding Bodies	Name of Certificate
Vocational academies[10]	• Final certificate • Diploma certificate[11] • Leaving report[12]
Specialized institutions of higher education	• Pre-diploma • Diploma certificate[13] • Leaving report[12]
Establishments of higher education including universities	• Pre-diploma • Diploma certificate • MA certificate • Doctorate certificate • Post-doctoral lecturer's certificate • Leaving report[12]

1. The leaving certificate is awarded if the pupil cannot meet the demands of the school or leaves the school prematurely.

2. Awarded by grammar schools following successful completion of the tenth school year.

3. Full-time specialized vocational schools, attendance of which partly counts towards the period of initial vocational training in a recognised training occupation. They sometimes award the intermediate secondary school final certificate.

4. Depending on type of school and legal regulations of the Länder.

5. For instance, the chambers of handicrafts, the chambers of industry and commerce, etc.

6. Applicable to craft-trade master craftsman schools.

7. Chambers as updating and upgrading training institutes.

8. A definition and further explanations can be found in Sections 3.3 and 6.4.2.3.

9. Public as well as private continuing training institutes.

10. Taking the vocational training academies of Baden-Württemberg as an example.

11. Awarded with the additional note "(BA)", which stands for "(vocational academy)"

12. The leaving report is issued at the request of the student if he is leaving the institution prematurely.

13. Awarded with the additional note "(FH)", which stands for "(specialized institution of higher education)"

5. Procedure for Developing Educational Courses and Certificates

5.1 Procedure for developing educational courses and certificates in general education schools

The school legislation of the Länder contains neither regulations nor advice on the procedure for and participation in the development of training courses and examination regulations. The *initiative* can come from a number of sources:

- the respective minister responsible for schools;
- professional organizations (teachers' associations);
- trade unions (the Education and Science Trade Union);
- parents' associations;
- the Länder student representative bodies;
- the church.

Usually, however, the initiative comes from the competent minister (i.e. ministry), who responsibly steers the introduction of a new training course and a new examination regulation. The ministry develops the training course, its goals and contents, examination requirements and certificate-attainment criteria. It conducts *hearings* on the draft it has developed and submitted. Usually the following are invited to such hearings:

- the district or city council;
- the main personnel committee;
- professional organizations (the teachers' associations);
- trade unions (the Education and Science Trade Union);
- parents' associations;
- the churches;
- the Länder student representative bodies.

Opinions and criticism raised in the hearings need not be taken into account by the competent minister, however. Following completion of the hearings, the draft is submitted to the Minsters of Finance and Justice.

If there is agreement amongst the afore-mentioned institutions, the regulation on the training course and the examination regulation are issued by *statutory order*. This is made public in the law gazette (or official journal) of the Land.

5.2 Procedure for developing educational courses and certificates for vocational training schools using the example of a specialized institute

Initiative

The following have the (not expressly regulated) right to take the initiative:

- the Highest School Authority (the Ministry of Education and Cultural Affairs);
- intermediate-level school authorities (the governmental committee, local government);
- an existing educational establishment (school) which wishes to have a new course incorporated;
- the community to which the training course is to be attached;
- the competent regional chamber (e.g. the Chamber of Industry and Commerce or the Chamber of Handicrafts).

Checking and establishing demand

To establish demand for such a school the highest school authority conducts discussions with:

- the local labour office;
- the regional labour office;
- employers' representatives of the employers' organization(s);
- regionally-competent chambers;
- the Land Committee for vocational training.[1]

Developing curricula, schedules and examination requirements

After determining and/or confirming demand, the Highest School Authority commissions either an institute within the Land (in Rhineland-Palatinate, e.g., it is the "Office for the Development and Coordination of Curricula" in Bad Kreuznach) or a "curriculum commission" and/or "education commission". This commission is made up of teachers from the respective type of school (in this case specialized institutes) and in some federal Länder, representatives of the industries which will later recruit students from these courses.

[1] According to § 54 of the Vocational Training Act every Land government has a Land Committee for Vocational Training. "It is made up of an equal number of representatives from the employers' and employees' associations and the highest regional authorities. Half of the representatives from the highest regional authorities must be experts in matters of school education. The Land committee should advise the government of the Land on questions of vocational training that arise for the Land" (§ 54 , Section 1).

Achieving agreement

The Highest School Authority acts as the coordinator in this process between the Ministry of Finance (the Länder bearing the personnel costs!), the local educational bodies (these bearing the cost of materials) and the Ministry of Justice.

Issuing the school regulation including the examination regulation by statutory order; publication in the law gazette

5.3 Procedure for drawing up training regulations and coordinating them with skeleton curricula

The comparatively complicated and time-consuming process involved in drawing up vocational training regulations and coordinating them with skeleton curricula is based on recommendations of the (former) Federal Committee for Vocational Training and the Board of the Federal Institute for Vocational Training (BIBB). This was then further developed by practical application.

We can discern three stages in this process:

- the preliminary procedure;
- drafting and coordination;
- enactment.

PRELIMINARY PROCEDURE

Proposal talks with the specialized minister (i.e. ministry)

Participants:

- Federal Minister of Education and Science
- Federal Institute for Vocational Training
- Umbrella and professional organizations of the employers
- Trade unions
- Standing Conference of Ministers of Education and Cultural Affairs

Establishing **benchmarks**

The Federal Institute for Vocational Training prepares a **draft project proposal** upon the instruction of the specialized minister who has collaborated in this matter with the Federal Minister of Education and Science.

The specialized minister prepares the **project proposal** in agreement with the Federal Minister of Education and Science

The specialized minister in the coordinating committee on "Training regulations/skeleton curricula" makes an **application for the project.**

DRAFTING AND COORDINATING PROCEDURE

Decision on the project by the coordinating committee

Drafting the training regulations in "separate meetings"
by experts at the federal and Länder levels

Agreeing on the training regulations and skeleton curricula in "joint meetings"
of experts at the federal and Länder levels

The secretary-general of the Federal Institute for Vocational Training (BIBB)
sends the **results of the meetings** to the Länder committee of the BIBB

Comments by the Länder committee of the BIBB

Checking of the draft by the Board of the BIBB

Approval by the coordinating committee

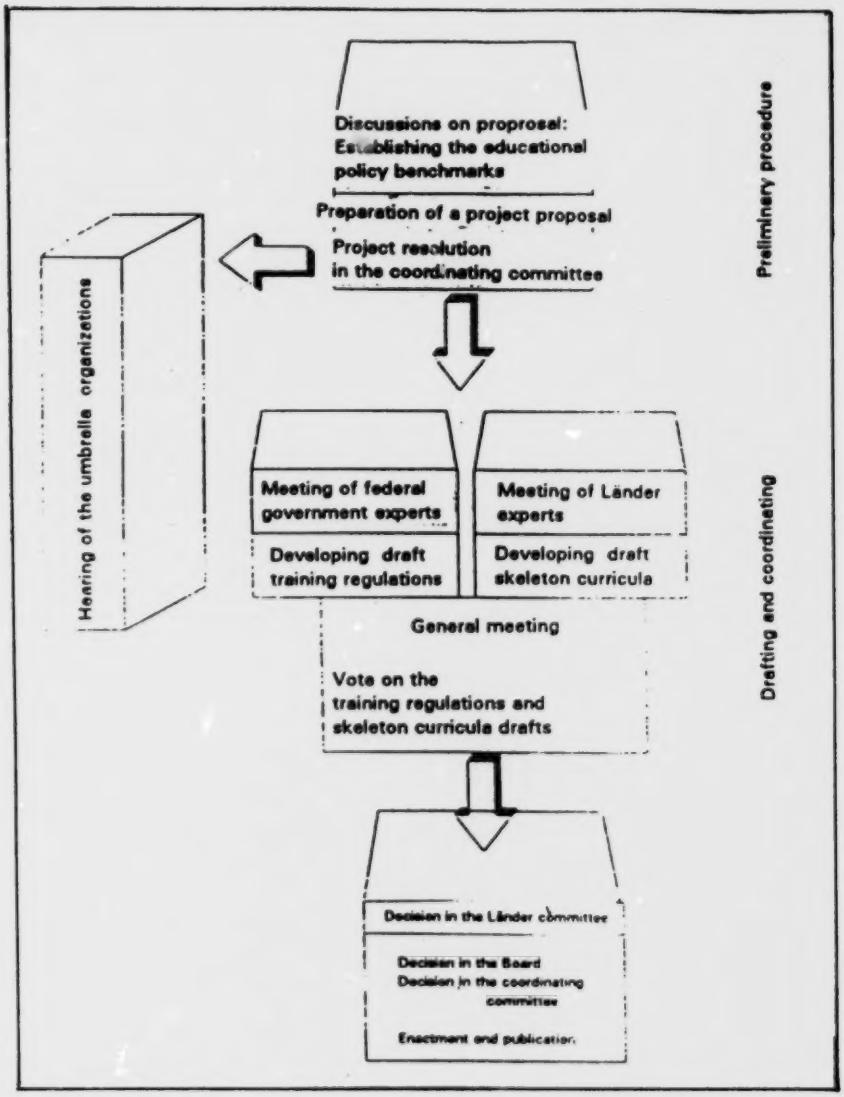
ENACTMENT

"When the social partners' umbrella organizations have made their comments and the coordinating committee has approved the results, the competent federal minister, in agreement with the Federal Minister of Education and Science, enacts the training regulation and promulgates it in the Federal Law Gazette after the Federal Minister of Justice has approved its legal form. The Conference of Ministers of Education and Cultural Affairs decides on the skeleton curriculum and passes it on to the Ministers of Education and Cultural Affairs.

The training regulation and the skeleton curriculum are published in the Official Federal Gazette and in the collection of decisions made by the Conference of Ministers of Education and Cultural Affairs."
(Bundesminister für Bildung und Wissenschaft, 1987, p. 12)

Figure 3

Procedure to draw up training regulations and coordinate them with skeleton curricula


Discussions on proprosal:
Establishing the educational policy benchmarks
Preparation of a project proposal
Project resolution in the coordinating committee
Preliminary procedure
Hearing of the umbrella organizations
Meeting of federal government experts
Meeting of Länder experts
Developing draft training regulations
Developing draft skeleton curricula
General meeting
Vote on the training regulations and skeleton curricula drafts
Drafting and coordinating
Decision in the Länder committee
Decision in the Board
Decision in the coordinating committee
Enactment and publication

BMBW 1991

5.4 Procedure for the enactment of further training regulations by the competent bodies (chambers)

Under § 46 of the Vocational Training Act the competent bodies may hold examinations to test "the knowledge, skills and experience acquired as a result of further vocational training". There are no legally binding stipulations for the chambers with regard to the procedure they must follow to develop and enact further training regulations which have the character of examination regulations. In practice, however, the following procedure has gained acceptance:

Initiative

It can come

- directly from the chambers
- from employers
- from the trade unions
- from further training institutions.

Drafting

by the chambers. They involve experts from the employers and trade unions.

Comments

by the specialized department of the Association of German Chambers of Industry and Commerce.

Consultation and adoption

by the coordinating committee (employers' and employees' representatives).

Enactment

in the form of a so-called "special legal provision" by the vocational training committee of the competent body[2].

[2] According to the § 56 of the Vocational Training Act, the vocational training committee is made up of six representatives of the employers, six representatives of the employees and six vocational school teachers, with the teachers having the right to speak but not to vote.

5.5 Procedure for developing study regulations and certificates for universities and specialized institutions of higher education

Universities and specialized institutions of higher education are largely autonomous in the matter of developing certificates. Apart from the competent specialized ministries (the Ministry of Education and Cultural Affairs or the Ministry of Science depending on the federal Land), no other institutions or groups in society are usually involved. The (Federal) Higher Education Framework Law and the higher education laws of the Länder see to it, however, that students, academic staff and non-academic staff are represented alongside professors on the advisory and decision-making committees of higher education institutions.

The *initiative* for developing new study regulations and certificates is mostly taken by the higher education or specialized higher education institution itself, more accurately by the faculties and/or specialized subject groups. These employ committees to develop *drafts* and assume advisory functions. These drafts are discussed and adopted in the faculty committee or specialist subject committee, and passed on to the senate (university council) for *ratification*. Sometimes they return the draft to the faculty or specialized committee. Following *adoption by the senate,* the study and examination regulations are passed on to the competent specialist ministry, which more often than not wants changes or amendments before it ratifies the regulations. Once agreement has been reached between the Finance and Justice Ministers, the study and examination regulations - which are always seen as a single unit - are issued as a *statutory order* and published in the law gazette.

6 Description of Individual Certificates

Preliminary Remarks

To aid classification and avoid repetition, the following schema has been used to describe the various certificates:

A Short description of the educational course

B Types and names of certificates

C Requirements for attaining the certificates

D Who awards the certificates

E What the certificates qualify or entitle the bearer to do

F Remarks

In the following the letters only will be used.

6.1 Certificates in general education schools

6.1.1 Primary stage certificates

A The primary stage encompasses both primary school and the "orientation" stage. All children attend primary school for the first four years of their schooling (classes 1 - 4). The purpose of primary education is to convey basic knowledge and thereby prepare the child to attend secondary school (lower secondary, intermediate secondary or grammar school).

The orientation stage takes in classes 5 and 6 and is either part of secondary schooling (orientation stage depending on type of school) or separate (orientation stage independent of school type). It serves to promote and provide an orientation to pupils for their continuing school education.

B Primary schools award a **final certificate** or a **leaving certificate**. The orientation stage has neither a final nor a leaving certificate. An **annual report** is issued at the end of the two-year educational period.

C The final certificate confirms successful attendance of the primary school in accordance with the stipulations of the Land laws (minimum grades and/or minimum average grade). If pupils do not fulfil the minimum requirements, they are awarded a leaving certificate.

D The school awards these certificates.

E The final certificate of the primary school entitles a pupil to attend a secondary school. Transferring to a lower secondary school is non-selective whereas transition to an intermediate secondary or grammar school is regulated by selection procedures which sometimes differ vastly from federal Land to Land. In contrast to the earlier topic-based entrance examinations, cooperation between parents and teachers is preferred nowadays when deciding on a child's future educational path. Primary schoolchildren who have a **leaving certificate** are entitled to attend a special school.

F --

6.1.2 Secondary school stage I certificates

6.1.2.1 Lower secondary school certificates

A Lower secondary schools are attended for five years in Länder with nine years compulsory school attendance and for six years in Länder with ten years compulsory school attendance. If there is a two-year orientation stage between primary and secondary school, pupils only attend a lower secondary school for three or four years respectively. Lower secondary schools focus on general education as a basis for practical vocational training.

B **Final certificate, leaving certificate, intermediate secondary school certificate**

C The final certificate is awarded without a formal examination after successful completion of class 9 (or class 10) and the leaving certificate if the lower secondary school attainment levels are not reached. Pupils can gain the intermediate secondary school certificate if they successfully complete a voluntary tenth school year at the lower secondary school.

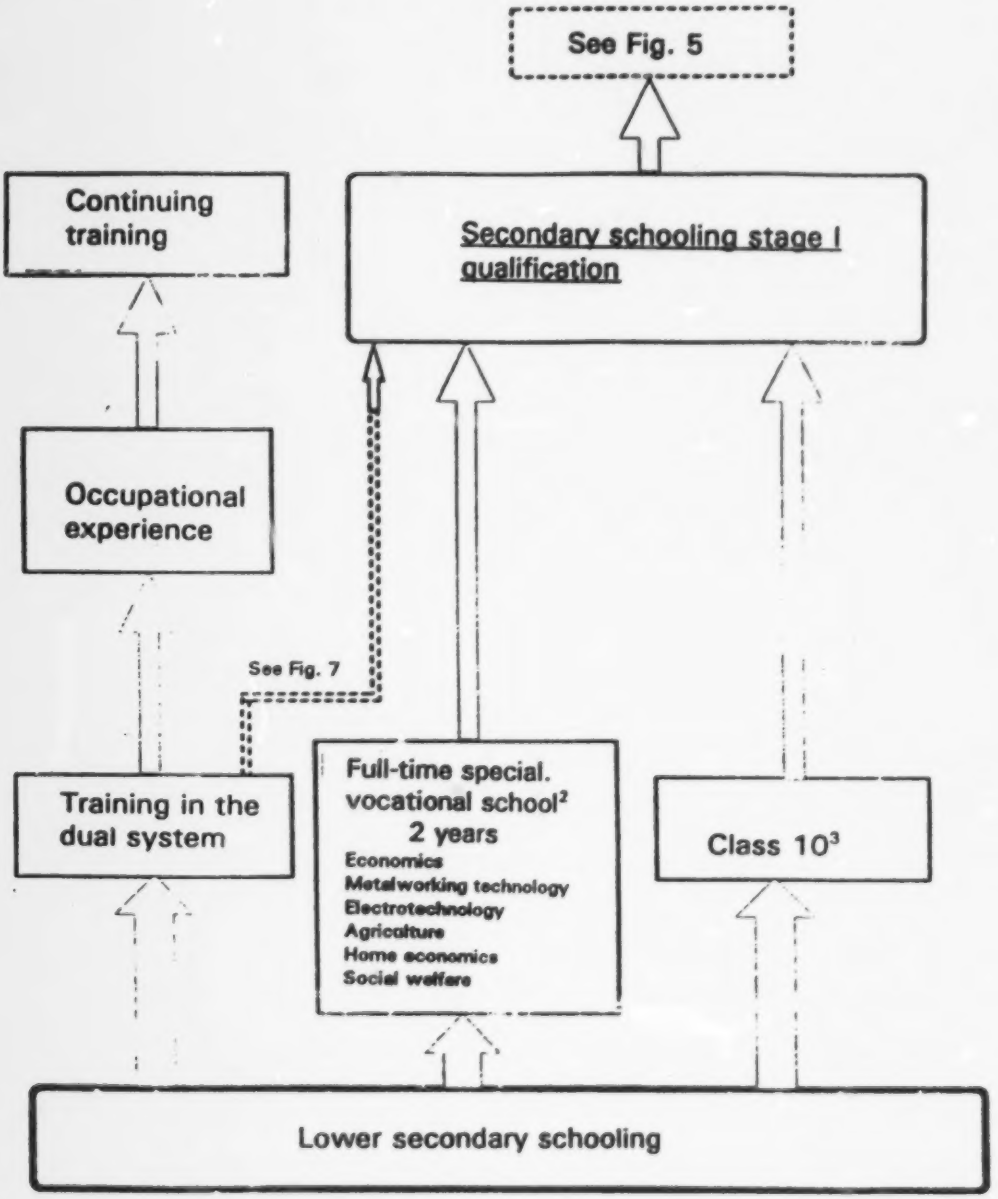
D Certificates are awarded by the respective school.

E Lower secondary school leavers can embark upon vocational training within the dual system irrespective of the certificate they have attained (i.e. even with the leaving certificate). The **final certificate** from a lower secondary school is the prerequisite for entry into most full-time specialized vocational schools. The lower secondary school final certificate gives access to *low grade posts* in the civil service (federal authorities, regional authorities, local authorities, post, rail administration, labour administration, etc.). Holders of a lower secondary school final certificate can apply for *medium grade* posts in the civil service if they

undergo either career-orientated vocational training or vocational training in a public institution lasting at least one year. In conjunction with relevant vocational training and occupational experience, the lower secondary school final certificate entitles the holder to attend a specialized institute.

Fig. 4

Educational paths following lower secondary school education[1]



[1] Using the example of the Federal Land of Rhineland-Palatinate. This diagram does not include vocational extension schools which are unimportant nowadays in terms of their enrolment numbers: In 1990, only 7 900 pupils throughout the entire Federal Republic were attending this type of school!

[2] Full-time specialized vocational schools with extended learning objectives.

[3] At a lower secondary school.

6.1.2.2 Intermediate secondary school certificates

A Intermediate secondary schools are secondary schools that, like other secondary schools, are attended following primary school or the orientation stage. The longer form encompasses classes 5 - 10, the short form classes 7 - 10.

B **Final certificate (intermediate secondary school certificate), leaving certificate**

C The final certificate is awarded when the minimum requirements for progressing to the next level have been attained in the final year. Students who do not attain the targets for the final year are given a leaving certificate.

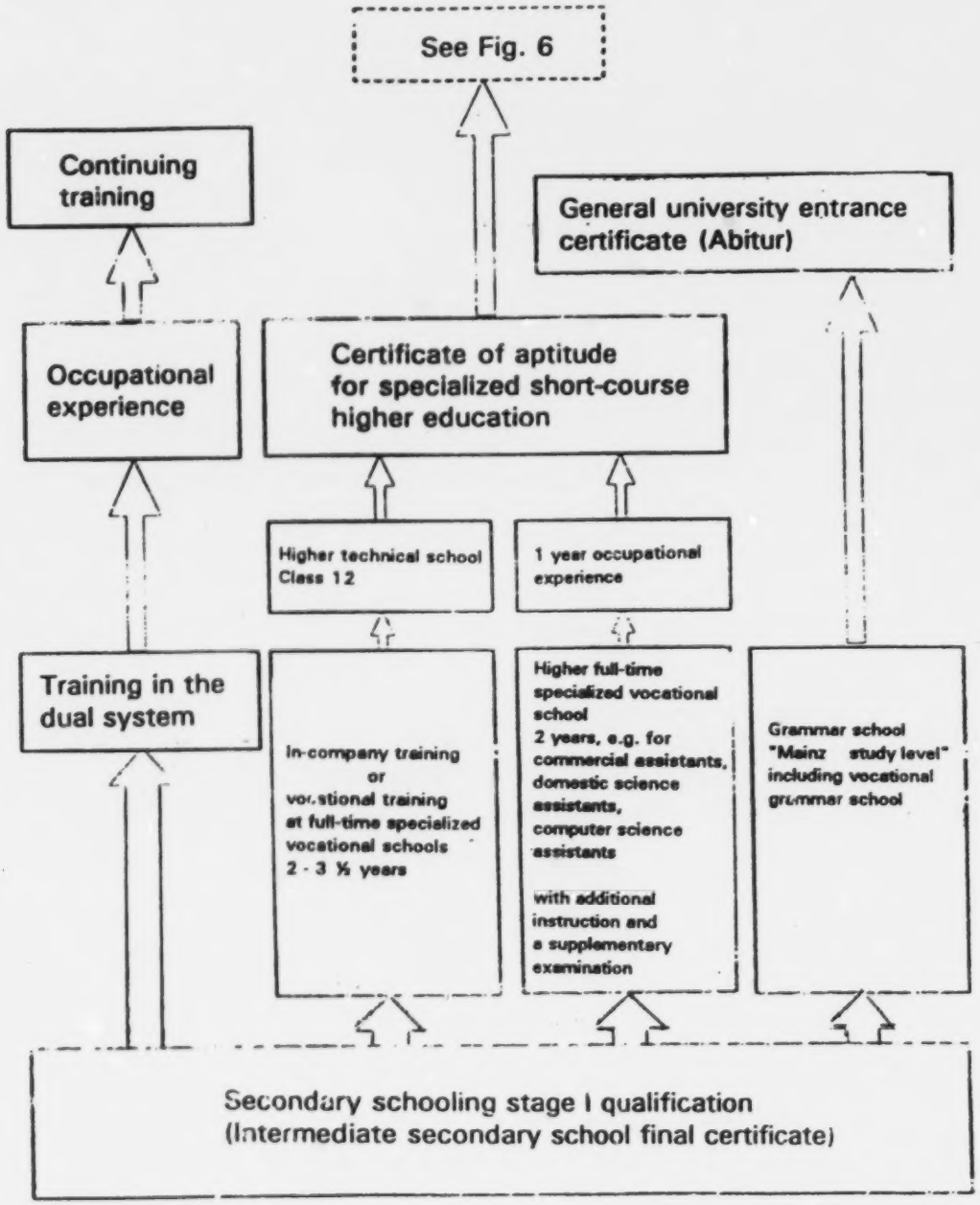
D The certificates are awarded by the school in accordance with the stipulations of the relevant Federal Land legislation.

E The final certificate of an intermediate secondary school entitles the holder to attend a specialized upper secondary school, specialized grammar school (vocational grammar school), upper level grammar school or a higher full-time specialized vocational school. Vocational training within the dual system is possible with either the final certificate or the leaving certificate because conclusion of a training contract is not dependant on prior schooling. The intermediate secondary school final certificate gives access to *medium grade posts* in the civil service.

F --

Fig. 5

Educational paths following secondary school stage I education[1]


See Fig. 6
Continuing training
General university entrance certificate (Abitur)
Occupational experience
Certificate of aptitude for specialized short-course higher education
Higher technical school Class 12
1 year occupational experience
Training in the dual system
In-company training or vocational training at full-time specialized vocational schools 2 - 3 ½ years
Higher full-time specialized vocational school 2 years, e.g. for commercial assistants, domestic science assistants, computer science assistants
with additional instruction and a supplementary examination
Grammar school "Mainz study level" including vocational grammar school
Secondary schooling stage I qualification (Intermediate secondary school final certificate)

[1] In Rhineland-Palatinate

6.1.3 Secondary school stage II certificates (grammar schools)

A Grammar schools are secondary schools that, like lower and intermediate secondary schools, are attended directly after primary school or the orientation stage. They encompass classes 5 - 13 or 7 - 13. Pupils generally need the intermediate secondary school final certificate if they want to attend one of the (rare) short-form grammar schools (upper level grammar schools). The intermediate secondary school certificate is likewise required of pupils who wish to attend a vocational grammar school (e.g. economics grammar school or technical grammar school).

B "Abitur" - university entrance certificate (Abitur - **general university entrance certificate** and **subject-specific university entrance certificate**), **intermediate secondary school final certificate** following successful completion of class 10, **leaving certificate**

C There are *centrally-set* (written) Abitur examinations in three Federal Länder (Baden-Württemberg, Bavaria and Saarland). In these Federal Länder, the schools only set the oral examinations. In most Federal Länder, both the written and oral Abitur examinations are set by the respective schools. Schools conduct both the written and oral examinations themselves on behalf of the school authorities. The school headmaster is usually appointed chairman of the examination board by the school supervisory board. The written examination material set by the school is checked and/or selected by the school supervisory board. Usually four subjects are examined (so-called major subjects) of which three are tested by written examination and one orally. The final grades are based not only on the marks attained in the examination. Achievements during the previous two years count to a large degree towards the final grades and their assessment is laid down in a pre-set schema.

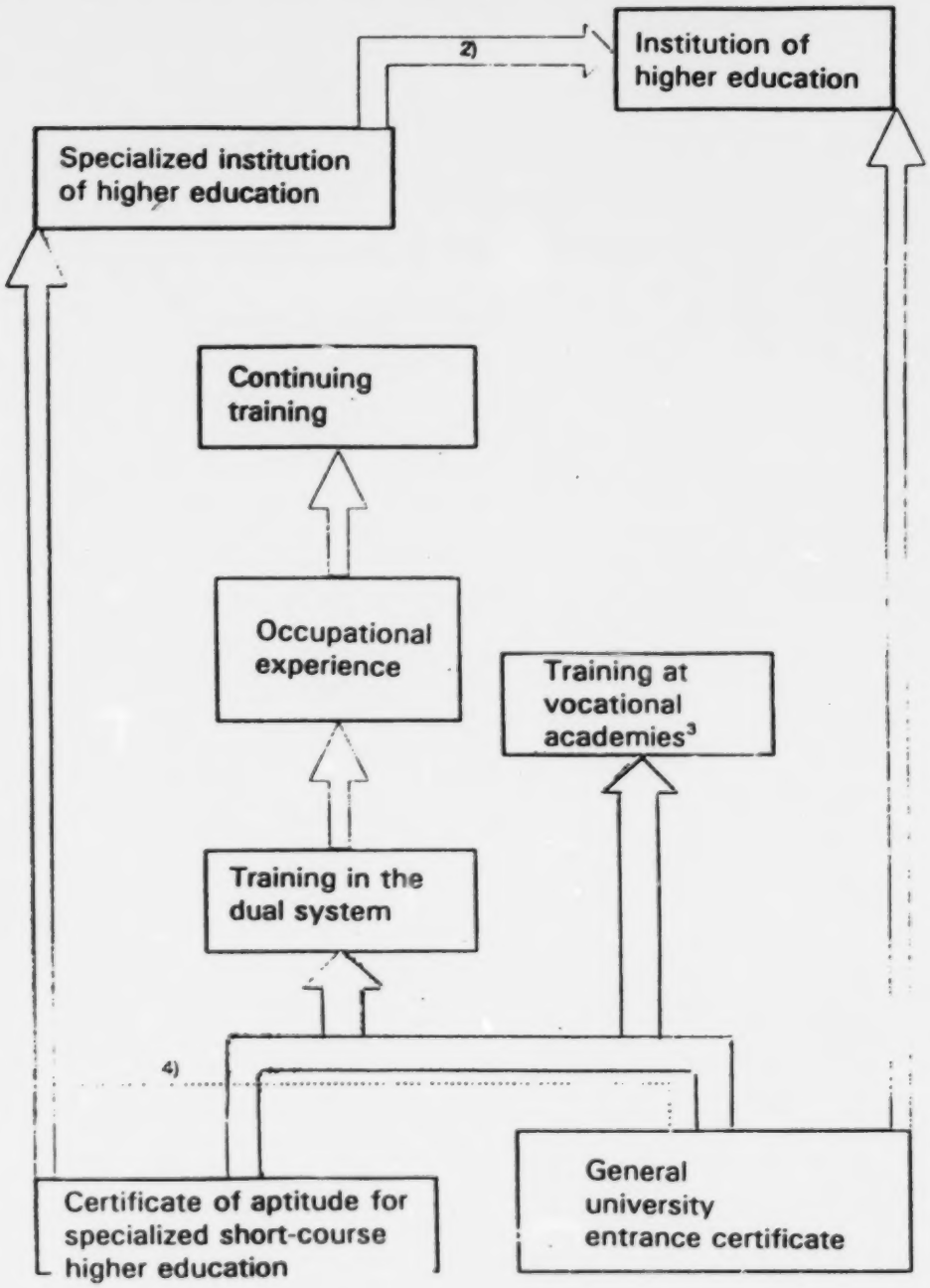
D The certificates are awarded by the school in accordance with the stipulations of the relevant Federal Land legislation.

E The general university entrance certificate entitles the holder to attend university or a specialized institution of higher education and study any subject, whereas the subject-related university entrance certificate only entitles the bearer to study particular subjects. Furthermore, a university entrance qualification is a prerequisite for access to *upper level posts* within the civil service.

F --

Fig. 6

Educational paths based on the certificate of aptitude for specialized short-course higher education, and university entrance qualifications[1]



1 In Rhineland-Palatinate.
2 Recognition of the examination results achieved at a specialized institution of higher education is left up to the university and its examination regulations.
3 Vocational academies are mainly based in Baden-Württemberg.
4 General university entrance qualifications and on-the-job training as entry requirements for specialized institutions of higher education

6.2 Vocational training school certificates

Preliminary Remarks

Certificates attained at vocational schools, which count as vocational training schools, will be dealt with in the following chapter because vocational schools are part of the dual system of vocational training. The vocational training school system and the associated system of certification are complicated and differentiated not only because of the five different forms of schools that it encompasses. Within these types of schools there are many variations, and differences often exist between the Federal Länder. In the interests of clarity, therefore, we will avoid describing these peculiarities.

6.2.1 Certificates attained at vocational extension schools

A Vocational extension schools are attended by young people who are either undergoing or have undergone vocational training, are working or have worked and at the same time have attended a vocational school for at least half a year or have completed their compulsory vocational school attendance. They are mostly organized according to subject groups. Full-time courses at vocational extension schools last one to one-and-a-half years, part-time courses three to three-and-a-half years. A lower secondary school final certificate and at least six months' attendance of a vocational school are the entrance requirements for part-time courses. For full-time courses pupils must have completed their compulsory vocational schooling.

B **Specialized institute entrance certificate, leaving certificate.**

C Passing a final written and oral examination.

D After passing the examination, the specialized institute entrance certificate is awarded by the school in accordance with the stipulations of the relevant Federal Land legislation.

E The specialized institute entrance certificate gives all the entitlements that the intermediate secondary school final certificate gives. The specialized institute entrance certificate not only represents successful attendance of a vocational extension school on the basis of a final examination. It is also proof of a completed vocational training course or a minimum of four years' occupational experience.

F The term "specialized institute entrance certificate" no longer represents the status quo of the vocational training system in the Federal Republic of Germany. The specialized institute entrance certificate was created at a time when there were still higher specialized institutes (engineering schools, higher economics schools, etc.). These higher specialized institutes were converted into specialized institutions of higher education in 1968/69, applicants need the *certificate of aptitude for specialized short-course higher education* to attend them. Specialized institutes by contrast only demand a lower secondary school final certificate in addition to vocational training.

6.2.2 Full-time specialized vocational school certificates

Full-time specialized vocational schools are schools which offer courses lasting at least one year with specialized and general subjects. They impart vocational qualifications for an occupational field (e.g. clerical-administrative) or an individual occupation. There are three types of full-time specialized vocational schools. The certificates they issue will be described separately.

6.2.2.1 Certificates attained at full-time specialized vocational schools leading to qualifications in a recognized training occupation (in accordance with the Vocational Training Act)

A Training lasts no more than three and no less than two years. The duration depends on the practical and theoretical requirements laid down for the respective occupation in the training regulation. Entrance requirement is the lower secondary school final certificate.

B **Final certificate, leaving certificate**

C The pupils undergo a final examination which is conducted by an examining board appointed by the school supervisory board. The examining board generally consists of the headmaster and the teachers of the school as well as competent representatives of the employers' and employees' organizations.

D The respective school awards the certificate.

E With regard to the contents and the legal form, the final examination is equivalent to a final examination within the framework of the dual system and confers the same rights as the latter.

F --

6.2.2.2 Certificates attained at full-time specialized vocational schools, the attendance of which is credited towards the duration of training in a recognized training occupation

A These full-time specialized vocational schools impart core qualifications for which the term "basic vocational training year" is commonly used. Courses last at least one year and the lower secondary school final certificate is the entrance requirement.

B **Final certificate, leaving certificate**

C The training is concluded with an examination which is conducted at the school and held by an examining board appointed by the school supervisory board. The examining board may include competent employers' and employees' representatives.

D The respective school awards the certificate.

E The final certificate is proof that the training can be credited towards the duration of training in a recognized training occupation.

F --

6.2.2.3 Certificates attained at full-time specialized vocational schools leading to a qualification that can only be acquired at a school

A Representative examples of this type of school are the full-time specialized vocational schools for pre-school teachers and technical assistants. Entrance requirement for the former is the lower secondary school final certificate while the latter requires the intermediate secondary school certificate. The duration of training is two years in both instances.

B **Job titles**: "State-certified pre-school teacher" and "State-certified technical assistant" respectively; **leaving certificate**.

C The training is concluded with an examination that is conducted at the school and held by an examining board appointed by the school supervisory board. It consists of members of the teaching staff.

D The final certificate entitles the bearer to use the job title "state-certified pre-school teacher" or "state-certified technical assistant" respectively.

E --

6.2.3 Certificates attained at higher technical schools

A Higher technical schools encompass the eleventh and the twelfth classes as a rule with the eleventh class focusing on specialized practical training in enterprises. Attendance of the eleventh class may be replaced by a relevant vocational training course (e.g. within the dual system). The requirement for entry to the higher technical school is the intermediate secondary school certificate.

B **Certificate of aptitude for specialized short-course higher education, final certificate**

C The certificate of aptitude for specialized short-course higher education is awarded after the pupil has passed an examination consisting of a written and an oral part. The examination is held at the school on behalf of the school supervisory board.

D The certificate of aptitude for specialized short-course higher education is issued by the school in accordance with the legal regulations of the Länder.

E The certificate of aptitude for specialized short-course higher education entitles the pupil to attend a specialized institution of higher education. Holders of this certificate are also free to start vocational training within the dual system if they so wish as are the holders of other school certificates.

6.2.4 Vocational grammar school certificates

A Vocational grammar schools are grammar schools with a late transfer stream for pupils transferring from intermediate secondary schools or for pupils who have attained another equivalent qualification. These schools focus on a specific sector or group of occupations (economics grammar school, technical grammar school, etc.).

B **General university entrance certificate** or **subject-specific university entrance certificate** depending on laws of the individual Länder; **leaving certificate**

C The university entrance certificate is awarded after the pupil has passed an examination consisting of a written and an oral part. The examination is held by the school on behalf of the school supervisory board.

D The respective school awards the university entrance certificate.

E The **general university entrance certificate** entitles the pupil to study any subject at a university or institution of higher education. The subject-specific university entrance certificate entitles the pupil to study only certain subjects.

F --

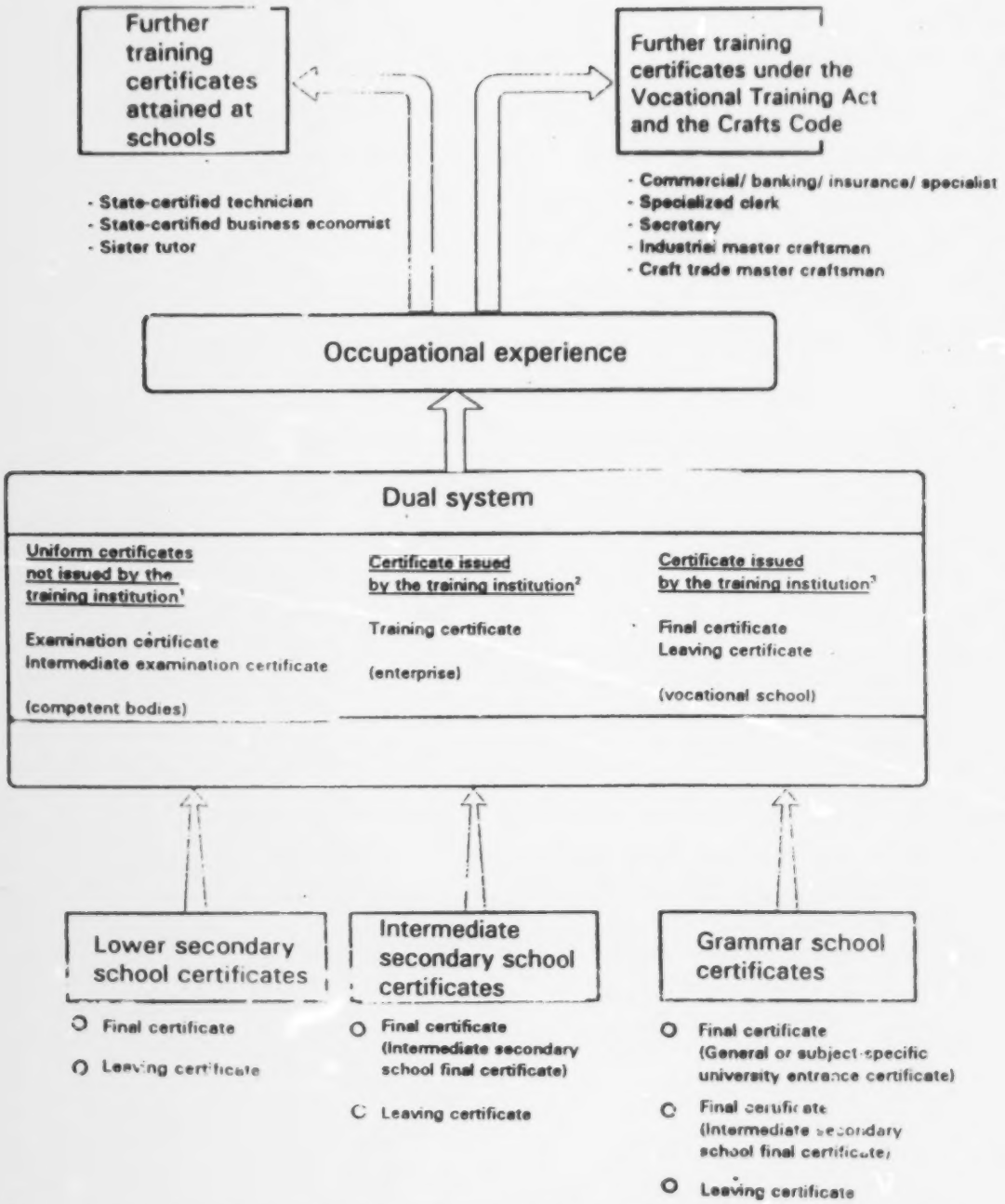
6.3 Certificates attained within the dual system of vocational training

A The dual system of vocational training is characterized by cooperation between (mostly) private enterprises and state-run vocational schools. Every young person who has completed his compulsory schooling is basically entitled to undertake vocational training within the dual system, irrespective of which secondary school he attended or which school certificate(s) he holds. Young people have around 375 training occupations to choose from, with training ranging between two and three-and-a-half years. On average and across all vocational training relationships, the standard length of vocational training as laid down by the training regulations was 35.6 months in 1987. Enterprises and vocational schools complement each other since the enterprises concentrate on practical training and the vocational schools focus on theory.

Trainees attend the vocational school one or two days a week depending on the occupation and the relevant Land regulations. Enterprises and vocational schools have the joint aim of training young people to become skilled workers. The training carried out in the enterprises is based on the Federal Vocational Training Act and the school-based vocational training is determined by the education regulations of the Länder. These peculiarities are part of the reason why the system of certification in the dual system is so complicated.

Fig. 7

Certificates in the dual system



[1] Examination certificates are issued by the competent body (e.g. Chamber of Handicrafts or Chamber of Industry and Commerce) following a final examination.

[2] Training certificates (§ 8, Vocational Training Act) are one variation of a job reference. They are issued at the end of the training relationship and are based on long-term observation and assessment and performance tests during the entire training period.

[3] The vocational school certificates are based, as the training certificates and different from the examination certificates, on continuous performance assessment. These certificates are subject to the school laws of the Länder. They are typical school certificates which differ from the training certificate in respect of their legal basis and their form.

B
- **The training certificate** ("apprentice certificate") from the training enterprise
- **The vocational school certificate** in the form of a **final certificate** or **leaving certificate**
- **The intermediate examination certificate** from the competent body (chamber)
- **The examination certificate** (certificate confirming the person has passed the **final examination**) from the competent body (chamber)

C The **training certificate** ("apprentice certificate") is the counterpart to a (job) reference. Just as an employee has a right to a reference following employment, so an apprentice (trainee) has a right to a training certificate at the end of his vocational training.

The prerequisite for attaining the *vocational training school final certificate* is successful attendance as defined by the "Agreement on completion of vocational schooling" (Decision of the Conference of Ministers of Education and Cultural Affairs of 1.6.1979) and legal regulations of the Länder. Most of the Länder by far do not conduct final examinations to assess the level of pupils' achievement. A leaving certificate is awarded to those trainees that fail to meet the minimum requirements of the vocational school.

The *intermediate examination certificate* is like a certificate confirming the pupil's current level of attainment in his vocational training. Intermediate examinations are sat at the end of the second training year for training courses lasting three to three-and-a-half years and at the end of the first training year for courses lasting two or two-and-a-half years. The certificate is proof of having sat the intermediate examination and as such forms the precondition for sitting the final examination, given that intermediate examinations are prescribed and have been conducted.

The certificate confirming a trainee has passed the *final examination* is the most important certificate for a young skilled worker. According to the Vocational Training Act (§ 34 f.), the competent bodies (chambers) are responsible for carrying out the final examinations. The competent bodies appoint examination boards made up of at least three members. The examination board must be composed of an equal number of employees' and employers' representatives as well as at least one vocational school teacher. "The final examination shall be designed to determine whether the examinee has the requisite skills and the necessary practical and theoretical knowledge and whether he is acquainted with the subjects taught to him at his vocational school as an essential part of his vocational training" (Vocational Training Act, § 35). Although the chambers must take into account what are basically only framework stipulations of the Vocational Training Act, they are otherwise free to organize and carry out the examinations as they wish. Despite all the differences, sometimes from one chamber to the next, there is agreement in the following:

- The decisive basis for the examination certificate is a final examination in the form of a "topic-based examination" or a "block examination".
- The basis for the content of the examination are the national examination demands forming part of the training regulations.
- The examination for *trade* occupations contains the following parts:
    - A test of skills using examination pieces and/or work samples;
    - A test of knowledge in four standard examination subjects (technology, technical mathematics, technical drawing, economics and social studies).
- For commercial and clerical occupations there is typically a division into examination subjects and examination areas. Often there is also an examinable subject called "practical exercises".
- The test of knowledge takes the form of a written examination.

- Only a few training occupations have oral examinations for *all* examinees.
- Complementary oral examinations as possible extra examinations are, however, the rule.

The outline training curricula - and therefore the examination requirements - of more recent vocational training regulations include not only knowledge and skills, but behavioural dimensions such as "planning, carrying out and checking work independently".

The large-scale assessment of these behavioural dimensions (in 1988, 1.5 million examinations were carried out in the "old" Länder on the basis of the Vocational Training Act!) is a problem that is yet to be solved.

D The enterprises have sole responsibility for awarding the *training certificate*. The *final certificate* and *vocational school leaving certificate* are typical *school certificates* and as such are issued by the schools. The *intermediate examination certification* and the *final examination* certificate confirming the trainee has passed this examination in accordance with the Vocational Training Act are *certificates of the competent body* (the chambers). Since the chambers are public corporations, the certificate confirming the trainee has passed the final examination has a public law character, but, in contrast to the vocational school certificate, it is not a state-awarded certificate.

The following terms have become common when describing the final examination:

- "Trainee clerk's examination" for clerical and commercial occupations;
- "Skilled worker's examination" for technical trade occupations:
- "Journeyman's examination" for craft trade occupations;
- "Agricultural trainee's examination" in agricultural occupations;

E The final examination certificate, also known as the "skilled worker's certificate", "journeyman's certificate", etc., entitles the holder - in conjunction with at least a lower secondary school final certificate and a specified period of practical experience - to attend a specialized institute. As such, the skilled worker's certificate, journeyman's certificate, etc. is the crucial precondition for attaining a master craftsman's certificate or a certificate confirming one has passed the technician's examination. These two certificates can be attained by attending a specialized institute. In a few Länder, a pass in the final examination in conjunction with a qualified vocational school final certificate and a lower secondary school final certificate is seen as equivalent to the intermediate secondary school certificate. Along with the lower secondary school final certificate, the "journeyman's certificate" gives access to simple *technical* posts within the civil service.

F Final examinations within the dual system are peculiar within the German system of certification in that they are *external* examinations, i.e. the trainers are not the examiners. Not only as a result of this do examinations within the dual system have a kind of public character. It is also because representatives of relevant groups in society - in this case the employers and employees - are involved in setting and conducting the examinations. Vocational school teachers see it as a disadvantage that the final certificate makes no mention of successful attendance of the vocational school nor of their involvement in the dual system. Vocational school staff have so far failed in their efforts to have the theoretical part of the final examination (skilled worker's examination, journeyman's examination, etc.) transformed into a final vocational school examination that counts towards the final examination. Such an examination is carried out in one Federal Land, Baden-Würtemberg, while in another, namely Bavaria, the chambers and vocational schools conduct the examinations jointly.

6.4 Continuing training certificates

A Continuing training in Germany is characterized by a great variety of providers. They have different objectives and training contents, and offer courses of varying duration to a wide range of target groups. As a result of this diversity, the "system" of certification in this area is rather complicated and defies clear definition. Continuing training is offered as general, political, scientific and continuing vocational training. The following description focuses on continuing vocational training since it accounts for the largest portion of continuing training in the Federal Republic of Germany.

Enterprises are the most important providers of continuing vocational training both with regard to the number of participants and the volume of continuing training. Updating training accounts for the largest share of in-company continuing vocational training. This type of training usually dispenses with examinations as has already been explained in Section 3.3. The following outline does not, therefore, deal with enterprises as providers of continuing training. Whenever enterprises carry out retraining measures on behalf of the labour authorities or organize preparation courses under the Vocational Training Act for further training examinations, the certificates are issued by the chambers who are responsible for conducting these examinations.

6.4.1 Certificates from specialized institutes

A The (usually) state-run specialized institutes provide *upgrading training* which leads to higher qualifications for those who have completed vocational training within the dual system and have a specified minimum period of occupational experience. The most well-known examples of this type of training are the master craftsman schools and the

(predominantly) state-run technical colleges. The minimum length of full-time training at these schools is one year. Training at the majority of these schools takes two years, however, and part-time evening classes last correspondingly longer. In addition to completed vocational training and the relevant minimum number of years of occupational experience, the lower secondary school certificate is the requirement for enroling in a specialized institute.

B **Certificate attesting a candidate has passed the master craftsman's examination**
Certificate attesting a candidate has passed the technician's examination
Leaving certificate

C The master craftsman's examination for craft trades indicated here is a state examination. For the craft trades, master craftsman examining boards are set up as state examining authorities at the headquarters of the chambers of handicrafts for the respective districts. (Vocational Training Act, § 46, para. 1). The master craftman's examination aims to ascertain in theoretical examinations (a written and an oral examination) and practical examinations whether a candidate is able to run a craft trade business on his own and to train apprentices in accordance with the regulations. The technician's examination (final certificate of a technical college) is conducted by an examining board consisting of the head of the college and the teaching staff. This examining board is usually chaired by a representative of the school supervisory board. The examination consists of a written and an oral part and in certain subjects also of a practical part. When the candidate has successfully passed the examination he is entitled to call himself a "state-certified technician".

D The afore-mentioned certificates are awarded by the respective specialized institute in accordance with the framework agreements of the Conference of Ministers of Education and Cultural Affairs and on the basis of Land statutory regulations.

E The master craftsman's examination for craft trades entitles the bearer to set up a business of his own and to train apprentices. Holders of the master craftsman certificate therefore do not have to sit an examination according to the Trainer Aptitude Regulation if they want to train apprentices. Under certain conditions (supplementary German, Mathematics and English courses), the technical college examination certificate *entitles the bearer to attend a specialized higher education institution.* According to the stipulations of the Land regulations, graduates of specialized institutes may enrol in the afore-mentioned courses after their final examination. Graduates of technical colleges may therefore attend a specialized higher education institution under certain conditions and thus endeavour to make a career in upper-grade posts in the civil service.

6.4.2 Chamber certificates

According to the Vocational Training Act, the chambers are not only the "competent bodies" in matters concerning vocational training in the dual system. They are also responsible for retraining and "further training". This is the term used in the Vocational Training Act! In general usage, however, it is more common to refer to "continuing training". As a result of this special role of the chambers, which normally have their own departments for initial vocational training and continuing training, the chambers award a wide range of certificates. As such, the chambers assume an important role as providers of continuing vocational training.

6.4.2.1 Further vocational training examination certificates

A There is no set state-regulated training course stipulated as a prerequisite for sitting a further vocational training examination. The knowledge necessary for the examination is acquired on training courses largely offered by chambers of industry and commerce, chambers of handicrafts and other chambers. These build on a completed vocational training course within the dual system and extensive occupational experience. Examination regulations, in many cases laid down by the chambers, and - less frequently - the nationwide regulations passed by the Federal Minister of Education and Science also largely determine the structural content of the training courses, which comprise the following sections:

- interdisciplinary section
- section for relating to area of specialization
- occupational and work educational section

The courses are usually offered in the form of part-time evening classes running parallel to one's job and incorporate up to 1000 teaching hours, depending on the area of specialization.

B Recognized **industrial master craftsman's** examination certificate - specialized in ...; recognized **business computer scientist** examination certificate; recognized **industrial specialist** examination certificate, etc.

C The candidate must sit a written and oral examination and, in some cases (e.g. industrial master craftsman), a practical examination, all set by the examining board of the respective chamber. Part of the examination regulations permit the examinations to be spread over two years. The fact that the examinee is also working is thereby taken into account.

D The certificate is drawn up and awarded by the examining body, i.e. the chambers. It is important to note that for further vocational training examinations the examining committees are made up of employers', employees' and vocational school representatives, as is the case for final examinations within the dual system.

E The further vocational training examination certificate is proof of higher vocational qualifications and entitles the bearer to a correspondingly higher occupational position. It does not, however, entitle the bearer to enrol in tertiary education courses, in particular at higher education institutions and universities.

F The system of further vocational training examinations has undergone a striking development since the Vocational Training Act was passed in 1969, both in the type and number of further training regulations and in the number of participants. However, it still plays a subordinate role in the eyes of the general public.

6.4.2.2 Certificate of aptitude as a vocational trainer in trade and industry

A Since the Trainer Aptitude Regulation came into force in 1972, trainers working within the dual system must prove they have the vocational pedagogical knowledge relevant to their specialized field. This has to be proven in an examination. Courses to prepare candidates for this examination are offered by the chambers and also by other institutions. These courses currently last 120 hours and incorporate the following areas:

- basic issues of vocational training
- planning and conducting training
- young people undergoing training
- the legal foundations of training

B **Certificate of aptitude as a vocational trainer in trade and industry**

C The examination has a written and an oral section. It is set by an examining board of the Chamber of Industry and Commerce which, as other examining boards, is comprised of an equal number of representatives of the social partners.

D The certificate is awarded by the chamber.

E The certificate entitles the bearer to train people within the dual system.

F The master craftsman certificate for craft trades and, since recently, the industrial master craftsman's examination certificate, entitles the bearer to train apprentices. These people are thus not required to pass an examination on the basis of the Trainer Aptitude Regulation.

6.4.2.3 Attendance certificates and certificates confirming performance

A Alongside other institutions, the chambers offer a number of short courses, especially in the field of updating training, that are not conducted or certified on the basis of the further vocational training examination regulations.

B **Attendance certificates** and **certificates confirming performance**

C The certificates are awarded if the participant regularly attends and (for certificates confirming performance) sits a written examination. These are governed by internal chamber regulations so there are differences between chambers.

E Neither the attendance certificates nor the certificates confirming performance confer any entitlements.

F --

6.4.2.4 Certificates awarded by other continuing vocational training institutes

6.4.2.4.1 Certificates issued by adult education centres

A Adult education centres are the most important providers of general and political continuing training. Continuing *vocational* training accounts for approximately 20% of all continuing training on offer. Although adult education centres prepare their students for further training examinations and general educational examinations (e.g. the intermediate secondary school certificate), that is, examinations of other educational establishments, adult education centres do not conduct the examinations

themselves. They do, however, award certificates for their own specific courses, e.g. in the areas of "mathematics, science and technology", "languages", etc. This certification is regulated by the "Education Headquarters" of the Education Association in Frankfurt-on-Main. Describing or even naming these courses is not possible here due to their number and differing lengths. They are usually conducted as part-time evening classes. Adult education centres in Berlin are an exception because they award a *state* certificate after a candidate has passed an examination on the basis of regulations in the Berlin education law.

B **Adult education certificate**

C The certificate is awarded after a candidate has sat the so-called certification examination of the German Adult Education Association. It comprises a written and an oral section and is conducted by teachers of the local adult education centre.

D The adult education certificate is awarded by the adult education centre and therefore has the status of a state certificate (with the exception of Berlin) and not that of certificates awarded according to the regulations of the Vocational Training Act.

E In general, adult education certificates do not confer entitlements upon the bearer, although parts of them correspond to particular requirements of the public education system. For instance, parts of the "Adult Education Certificate Statistics B" correspond to advanced courses at upper secondary grammar school.

F -

6.4.2.4.2 Distance learning certificates

A As with adult education centres, distance learning courses are so numerous and varied that it is not possible to describe individual courses in the limited space available. Whenever distance learning courses prepare students for public examinations, the distance learning institutes are neither involved in examining nor in awarding certificates. Distance learning institutes also award their own certificates.

B **Attendance certificate, intermediate examination report, report (or final report or course report), diploma, certificate**

C The German Association of Distance Learning Institutes states the following in its recommendations for awarding certificates (30 April 1990): "On principle, every distance learning institute is free to choose its own system of certification" and "the certificate must not lead to confusion with existing public or state certificates".

Certificates that have the status of confirming performance that is, all the above except the attendance certificates, must contain details of "the way that knowledge is assessed, e.g. posted exercises/essays, final texts, examinations, essays/work completed at home, supervised tests, oral examinations, etc.".

D The certificate is awarded by the respective distance learning institute. If the requirements of the German Association of Distance Learning Institutes are fulfilled, the member institute is entitled to include the following on its certificate: "This certificate is issued in accordance with the rules of the German Association of Distance Learning Institutes".

E Distance learning certificates do not confer any entitlements.

F As has been shown above, distance learning institutes also use the term "diploma" in their system of certification. However, a diploma is mostly used to describe a higher education certificate in Germany. For this reason the German Association of Distance Learning Institutes particularly stresses the fact that there must be no cause for confusion between distance learning diplomas and public or state diplomas. The question still remains, however, as to whether distance learning institutes quite consciously accept this situation, especially since "diplomas" can, according to the recommendations of the German Association of Distance Learning Institutes, be awarded without an assessment of performance. It cannot, therefore, be completely ruled out that this generous use of the term "diploma" is also used for marketing purposes.

6.5 Higher education certificates

6.5.1 Certificates from vocational academies

A Vocational academies are peculiar in that they really only exist in one Federal Land, namely Baden-Württemberg (a few other Länder want to follow suit), and that the students also have a training contract with an enterprise. The course lasts for three years, and in every semester students have a 12-week block of theoretical training in the vocational academy and a 12-week block of practical training in the training centre (the enterprise). As the pioneers of this learning and training course, Baden-Württemberg believes it can thus link theory and practice. The courses are stage-based: the first vocational qualification is obtained after 2 years (Stage I), the second after a further year (Stage II).

B Stage I: **Nursery school teacher (BA*); assistant engineer (BA*); commercial assistant (BA*)**
Stage II: **Diploma in Social Education (BA*); Diploma in Engineering (BA*); Diploma in Business Economics (BA*)**

C The certificate is only awarded if the candidate has sat an examination. Examinations at vocational academies have the status of *state* examinations and are not, therefore, higher education examinations like diploma examinations at universities. Examinations sat after Stage I comprise a theory-based and a practice-based section. Stage II examinations comprise a theory-based section, a practice-based section and a dissertation.

D The certificates are awarded by the respective vocational academies.

E In Baden-Württemberg - and only in Baden-Württemberg - completion of a three-year training course at a vocational academy is treated as being equal to a vocational qualification from a state *specialized higher education institution*. This equivalence corresponds to the guidelines set out by the Council of the European Communities on 21 December 1989 for general rules on the recognition of higher education diplomas after courses lasting at least three years.

F Diplomas awarded after completion of three years vocational training do not bestow an academic degree as is the case with courses at higher education institutions. They are "titles" awarded by the vocational academies on behalf of the Land. This is a further indication of the increasing blurring of the term "diploma".

---

* BA stands for Berufsakademie = vocational academy

6.5.2 Certificates awarded by specialized institutions of higher education

A Courses at specialized institutions of higher education last at least three years and differ from university courses in that they are more application- and practice-based. Depending on how the on-the-job semesters are integrated in the course, the length of training varies from one Land to another and may last up to four years. The so-called certificate of aptitude for specialized short-course higher education is the entrance requirement and it can usually be attained after 12 years of education - usually from higher technical schools. These days more and more students at specialized institutions of higher education have general or subject-specific university entrance qualifications.

B **Pre-diploma, diploma** (with the additional note "(FH)"** to distinguish it from university diplomas), **leaving report**

C Candidates must sit an examination to attain the pre-diploma certificate and the diploma certificate. The pre-diploma examination consists of a set number of examination papers (depending on the examination regulation), while the central part of the diploma examination - aside from examination papers and oral examinations - is a dissertation. The examinations are conducted by the examination commissions of the specialized higher education institution, whose work is steered by the diploma examination boards of the relevant faculties.
Leaving reports are awarded at the student's request if he leaves the institution prematurely.

D Specialized higher education institution certificates are not state certificates. Rather they are academic degrees and are awarded by the respective institutions of higher education.

** Fachhochschule = specialized institution of higher education

E Bearers of specialized higher education diplomas can switch to higher education institutions (universities, etc.). Graduates of specialized higher education institutions who do not already hold general or subject-specific university entrance qualifications automatically qualify for enrolment in any faculty once they have been awarded the diploma. If graduates wish to continue to study in their specialized field, the departments of the admitting university decide which of the courses the applicant took at the specialized higher education institution count towards the university course. Particular departments of particular universities (e.g. the architecture department of Kaiserslautern University) recognize a specialized institution diploma as a pre-diploma.
Bearers of specialized institution diplomas meet the entry qualifications for *upper-grade* posts in the civil service.

F Specialized institutions of higher education do not have the right to conduct doctoral or postdoctoral lecturer's examinations. They are, however, seeking the right to do so.

6.5.3 University certificates

A Universities and all establishments of higher education of a level comparable to universities (comprehensive universities, teacher training institutions and theological institutions) are counted as establishments of higher education. Art colleges have a special status because entry to them is largely on the basis of *proofs of talent* or *assessments of suitability*. All other establishments of higher education require general or subject-specific university entrance qualifications. The courses are normally scheduled to last four years, though in practice they turn out to be far longer.

B **Pre-diploma, diploma certificate, M.A., doctorate, postdoctoral lecturer's certificate, leaving report.**

C As in specialized higher education institutions, the examination boards of the respective departments are responsible for conducting pre-diploma and diploma examinations. These boards are appointed by the examination commissions consisting of university lecturers who also steer and administrate the examinations. Pre-diploma examinations, sometimes called intermediate examinations, are usually sat after four semesters; diploma examinations after eight semesters at the earliest. Just as in specialized higher education institutions, the pre-diploma is awarded after a student has successfully sat a set number of examination papers, while the diploma is awarded on the basis of an examination consisting of examination papers, oral examinations and a dissertation.
Certain establishments of higher education conduct M.A. examinations, especially in arts subjects; successful students are then awarded the *Magister Artium* (MA). This is an academic degree which is equivalent to a diploma. As with the diploma examination, the central part of the M.A. examination is a written comprehensive scientific essay, as well as examination papers and oral examinations. Candidates who successfully

complete a doctorate are awarded a doctorate certificate, the core of the examination task being the so-called dissertation (written discourse). The oral examination (*Rigorosum*) covers either one major topic and two minor ones or a defence of the dissertation. Applicants for a doctoral programme need a completed higher education degree (diploma certificate or an M.A. certificate confirming the applicant has passed the First State Examination).

The postdoctoral lecturer's certificate, which confers the so-called *Venia legendi*, the entitlement to teach at establishments of higher education, is usually preceded by a doctorate. It is awarded on the basis of a postdoctoral thesis. A postdoctoral lecture serves as a further proof of qualification.

Leaving reports are awarded at the student's request if he leaves the institution prematurely.

D The certificates named above are higher education certificates or academic degrees that are awarded exclusively on the basis of examination regulations specific to each institution and authorized by the competent ministry.

E Diplomas and other higher education certificates represent the highest level in the hierarchy of certificates. As such they cannot confer any further entry entitlements within the education system. The postdoctoral lecturer's certificate is the exception in that it is usually the precondition for starting a career as a university lecturer.

The diploma or an equivalent certificate (M.A. or certificate confirming a student has passed the First State Examination) is a precondition for embarking on a *high-grade* career in the civil service.

F As already mentioned above, there are higher education courses that do not end with a higher education examination (e.g. diploma), but with a *state examination*. State examinations are chaired by a representative of

the highest or medium-level regional authority and carried out in accordance with *state* examination regulations. University lecturers act as examiners. State examinations are conducted for degree courses leading to professions where it is in the public's interest for the state to supervise them. These include courses for prospective doctors, lawyers and teachers.

7. Certificates as determinants of social and occupational/professional opportunities

7.1 Opportunities on the training place market

When, in the following, we talk of the "training place market", we mean the dual system of vocational training. Within this system, the predominantly private enterprises offer training places, and young people (and their parents) look for training places. As was pointed out in the description of the certificates issued by general education schools (lower and intermediate secondary school final certificates and university entrance certificate), in principle it is possible to gain a training place within the dual system with any of the certificates named above or with only the lower secondary school leaving certificate. The openness of the dual system does not, however, mean that the afore-mentioned certificates all afford the same chance to obtain a vocational training place. This is primarily because amongst the approximately 375 recognized training occupations there is an unspoken, but effective scale of prestige, attractiveness and also level of requirements that have to be met by trainees. At the top of the scale we find business and administrative occupations, metalworking and electrotechnical industrial occupations. Craft trades, catering and the building trade are more likely to be found at the lower end of the scale. The chances of someone with a lower secondary school final certificate getting a place on a vocational training course in banking or insurance are clearly lower than for someone with an intermediate secondary school final certificate or a university entrance certificate. It is worth remembering that only 30 years ago the typical apprentice was someone who had completed lower secondary school, known at that time as the *Volksschule*. Nowadays lower secondary school-leavers have overwhelming competition for the more attractive training courses from holders of "higher" certificates. In 1990, 1.6% of those in commercial occupations had not attained a lower secondary school final certificate and 28.9% had, 34% had obtained an intermediate secondary school final certificate and 16.2% had university entrance qualifications. In the

craft trades, however, 5.5% of trainees had not obtained a lower secondary school final certificate, 52.7% had the lower secondary school final certificate, 18.3% had an intermediate secondary school final certificate and 5.7% had a university entrance certificate (Grund- und Strukturdaten 1991/92, p. 120). Whereas trainees who have not obtained a lower secondary final certificate or only a lower secondary final certificate are a minority in commercial occupations, this group of young people represents the majority in craft trade occupations.

In times of smaller final year classes and therefore (indirectly) of greater numbers of vocational training places, applicants with lower secondary school final certificates stand a better chance of getting training places for even the more attractive occupations. In the autumn of 1992, 200 000 vocational training places for craft trade occupations were not filled in the "old" Länder and 10 000 remained vacant in the "new" Länder. Trade and industry was complaining of a general lack of applicants for training within the dual system and was blaming this partly on the drawing power of higher education which becomes greater, the more young people attain certificates that qualify them for higher education (university entrance certificate, certificate of aptitude for specialized short-course higher education). Amongst those starting higher education, 34% are of the same age. This is one reason why employers as well as trade unions are considering how to heighten the "options value" of vocational training within the dual system. In other words, they are seeking to increase the value of certificates obtained within the dual system (skilled worker's certificate, master craftsman certificate) so that they can, at least in part, count towards eligibility to enrol in higher education.

7.2 Opportunities in the labour market

The chances of obtaining lasting employment and, in the case of the unemployed, of quickly finding a new job closely correlate to the certificates obtained in education, vocational training and higher education. Unemployment statistics show that young people who have not obtained a lower secondary school final certificate or a skilled worker's certificate run the greatest risk of unemployment.

Unemployment among the labour force sub-divided according to qualifications as a percentage (30.9.1991):

Qualification	Unemployment as %
No vocational training	14.4
Apprenticeship/Full-time specialized vocational school	4.4
Specialized institute	2.6
Specialized higher education institution	3.0
University	4.1

Butler/Stooß 1992, p. 43

It is worth noting, however, that certificates do not only confer eligibility primarily within the education system itself and in the civil service. They are also evidence of having obtained qualifications which are sometimes immediately applicable and which can sometimes be built upon. The "higher" a certificate is within the (unspoken) hierarchy of certificates, the greater the general job security and the potential for professional and social development.

7.3 Income opportunities

As was shown above (see: 6.1.2.1/E; 6.1.2.2/E; 6.1.3/E), there is a close link between the hierarchically ordered (four) career paths within the *civil service* and their respective salary regulations ("salary groups") on the one hand and the system of certification on the other. In trade and industry, however, remuneration is based on the respective job, the level of responsibility and on performance. Whereas executives' salaries - which are not covered by collective agreements - are set individually, the collective agreements (e.g. for skilled workers) only come into force if particular job-specific conditions are met over and above the certified qualifications (e.g. the skilled worker's certificate). This means that a person with a skilled worker's certificate might be paid as an "unskilled worker" and that someone without vocational training can earn as much as or more than a skilled worker. In other words, the relationship between certified qualifications on the one hand and the level of remuneration on the other is relatively loose. If, however, the income of "academics" - i.e. those with a university degree - is included in the considerations and compared with the income of those holding certificates obtained within the dual system (skilled workers, master craftsmen, etc.), some interesting connections come to light.

Average monthly net income in DM (1989):

Qualification	Men	Women
Without vocational training	1988	1453
Apprenticeship/Full-time specialized vocational school	2159	1652
Specialized institute	3363	1980
Specialized higher education institution	3676	2265
University	4181	2896

Butler/Stooß 1992, p. 46 - 47

Starting salaries of university graduates are already *far* higher than the starting wages of skilled workers. In the course of the following working years this difference generally becomes ever greater. In this respect, trade and industry could be accused of being somewhat inconsistent because on the one hand it complains that the dual system is becoming less attractive while on the other hand it only adds salt to the wound through its remuneration practice. Under the present circumstances it is completely rational that, when given a free choice, parents and children opt for a university certificate over a certificate gained within the dual system.

Amongst the various university certificates there are also differences in starting salaries, though these variations are comparatively slight. Bearers of doctorates can count on higher starting salaries than those with a university diploma who can, in turn, expect a higher starting salary than can bearers of specialized higher education diplomas. These relationships reflect the general situation. An interesting fact is that university graduates who also hold a skilled worker's certificate in a commercial occupation or a trade get a bonus when their starting salary is calculated.

8 Summary

The description of the German certification system brings the following to light:

- There is a wide *variety of certificates*. The certification system *lacks clarity* and is hardly comprehensible to the individual. The lack of clarity of the certification system is partly the result of the independence of the Länder in matters of education and culture, partly the result of the structure of the education system which is made up of five components, each of which determined by different legal and institutional conditions. These components are general education schools, vocational training schools, the dual system, continuing training and establishments of higher education.
- The German system of certification is characterized by a *strong element of decentralisation* and the relatively *large degree of autonomy* the different educational institutions enjoy when it comes to conducting examinations and awarding certificates.
- With one exception (vocational training within the dual system), the rule generally applies that the examiner and the teacher are one and the same person! The dual system is the *only* educational institution in which there are *uniform national* examination requirements. These examination requirements are, however, only basic requirements. As a result of this, there are differences from one competent body to another when it comes to setting examinations.
- On the one hand, the names of certificates are very different, on the other, the difference between certificates is not always distinct. This is particularly the case for the term "diploma". Often "diploma" is used as a marketing strategy because of the high status of university diplomas.
- As in other countries, a certificate is not only proof of a qualification. For the holder it is simultaneously a *means to attaining a professional and societal position*.
- In the "competition" between holders of skilled worker's certificates and bearers of university diplomas, those holding a skilled worker's certificate

are at a definite disadvantage. In Germany a university diploma still opens up better social and professional opportunities.

- Trade and industry bemoans the apparent diminishing attractiveness of the dual system and its examination certificates, but at the same time pays those holding university diplomas disproportionately more than those holding examination certificates gained within the dual system.
- The clear hierarchy of careers in the civil service:
    - lower secondary school final certificates → low-grade posts
    - intermediate secondary school final certificates → medium-grade posts
    - specialized higher education final certificates → upper-grade posts
    - university certificates → high-grade posts

  presents enterprises with a factor that cannot be overlooked in their own remuneration policy.
- The lower value of certificates gained within the dual system is being attenuated more and more by cumulative assessments. Thus, in some Länder a lower secondary school final certificate in conjunction with a skilled worker's certificate is considered equivalent to the intermediate secondary school final certificate. Furthermore, those who have the lower secondary school final certificate and have passed the state technician's examination can, under certain circumstances, become eligible to enrol in a specialized institution of higher education. This is a start. Even though it does not do away with the discrimination that is evident in the certification system, it is a step in the right direction.

Bibliography

Ausbildungsordnungen. Erläuterungen und Hinweise zur Erarbeitung von Ausbildungsordnungen nach dem Berufsbildungsgesetz und der Handwerksordnung. Ed.: Bundesminister für Bildung und Wissenschaft, Bonn 1987.

Bericht Weiterbildung. Daten und Perspektiven der Weiterbildung in Rheinland-Pfalz. Ed.: Ministerium für Wissenschaft und Weiterbildung, Mainz 1992.

Berufsakademie Baden-Württemberg. Ed.: Ministerium für Wissenschaft und Kunst Baden-Württemberg, Stuttgart 1991.

Vocational Training Act.

Bezeichnungen zur Gliederung des beruflichen Schulwesens. Beschluß der Kultusministerkonferenz vom 8. Dezember 1975.

Butler, Friedrich and Friedemann Stooß: Europäischer Wirtschaftsraum - wachsender Qualifikationsbedarf. In : Winfried Schlaffke (Ed.): Qualifizierter Nachwuchs für Europa. Beiträge zur Gesellschafts- und Bildungspolitik des Instituts der deutschen Wirtschaft, Cologne 1992, p. 26-56.

Erklärung der Kultusministerkonferenz über Möglichkeiten der Ausgestaltung der Ausbildungsabschlußprüfung als gemeinsame Abschlußprüfung in der dualen Berufsausbildung. Beschluß der Kultusministerkonferenz vom 25./26. Juni 1992.

Fernunterricht. Verzeichnis der zugelassenen Fernlehrgänge der Mitgliedsinstitute des Deutschen Fernschulverbandes e.V. Ed.: Deutscher Fernschulverband e.V.

Fortbildungsberufe - Berufe mit Zukunft. Ed.: Bundesinstitut für Berufsbildung. 1992.

Grund- und Strukturdaten 1991/92. Ed.: Bundesminister für Bildung und Wissenschaft.

Handwerksordnung und ergänzende gesetzliche Vorschriften. Fassung vom 9. Dezember 1991. Ed.: Zentralverband des Deutschen Handwerks.

Hochschulrahmengesetz. Fassung vom 26. Januar 1976.

Landesgesetz über die wissenschaftlichen Hochschulen in Rheinland-Pfalz. Fassung vom 9. September 1987.

Landesverordnung über die Erste Staatsprüfung für das Lehramt an berufsbildenden Schulen. Fassung vom 4. Juni 1991.

Landesverordnung über die Erste Staatsprüfung für das Lehramt an Gymnasien. Fassung vom 4. Juni 1991.

Mainzer Studienstufe. Informationen für Schüler, Eltern und Lehrer. Ed.: Ministerium für Bildung und Kultur Rheinland-Pfalz, 1992.

Münch, Joachim: Vocational training in the Federal Republic of Germany. Ed.: CEDEFOP-European Centre for the Development of Vocational Training, Berlin 1982. Third edition 1987.

Organisation der Durchführung von VHS-Zertifikatsprüfungen. Ed.: Prüfungszentrale des Deutschen Volkshochschul-Verbandes. 1991.

Praktikantenordnung für den Studiengang Wirtschaftsingenieurwesen der Universität Kaiserslautern. Fassung vom 19. April 1989.

Promotionsordnung des Fachbereiches Sozial- und Wirtschaftswissenschaften der Universität Kaiserslautern für den akademischen Grad Doctor philosophiae (Dr. phil.). Fassung vom 11. Dezember 1990.

Promotionsordnung des Fachbereiches Sozial- und Wirtschaftswissenschaften der Universität Kaiserslautern für den akademischen Grad Doctor rerum politicarum (Dr. rer. pol.). Fassung vom 11. Dezember 1991.

Prüfungsordnung und Durchführungsbestimmungen für die Volkshochschul-Zertifikate Mathematik-Naturwissenschaft-Technik. Ed.: Prüfungszentrale des Deutschen Volkshochschul-Verbandes, 1980.

Prüfungsordnung und Durchführungsbestimmungen für die Volkshochschul-Zertifikate Sprachen. Ed.: Prüfungszentrale des Deutschen Volkshochschulverbandes, 1988.

Rahmenordnung für die Abschlußprüfung der Fachoberschule. Fassung vom 26. November 1971.

Rahmenvereinbarung über die Berufsfachschulen. Fassung vom 3. November 1971.

Rahmenvereinbarung über die Ausbildung und Prüfung zum Technischen Assistenten/zur Technischen Assistentin an Berufsfachschulen. Fassung vom 12. Juni 1992.

Rahmenvereinbarung über Fachschulen mit zweijähriger Ausbildungsdauer. Fassung vom 12. Juni 1992. Ed.: Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland.

Rahmenvereinbarung über die Berufsschule. Fassung vom 14./15. March 1991. Ed.: Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland.

Reisse, Wilfried: Betriebliche Beurteilungen von Auszubildenden im Spannungsfeld von Lernerfolgskontrollen, Prüfungen und Zeugnissen. In: Selbach, R. u. K.-K. Pullig (Ed.): Handbuch Mitarbeiterbeurteilung. Wiesbaden 1992, p. 419-440.

Structures of the Education and Initial Training Systems in the Member States of the European Community. Compiled by EURYDICE und CEDEFOP, Brussels 1990.

Technische Akademie Esslingen Weiterbildungszentrum. Gesamtprogramm 2. Halbjahr 1992.

Vereinbarung über die Abiturprüfung der neugestalteten gymnasialen Oberstufe in der Sekundarstufe II. Fassung vom 11. April 1988.

Verordnung über das Berufsbild und über die Prüfungsanforderungen im praktischen und im fachtheoretischen Teil der Meisterprüfung für das Beton- und Stahlbetonbauer-Handwerk (Beton- und Stahlbetonbauermeisterverordnung-BStbMstrV). Fassung vom 28. Juli 1988.

VHS-Zertifikate erwerben. Kenntnisse dokumentieren. Ed.: Prüfungszentrale des Deutschen Volkshochschul-Verbandes. 1986.

VHS-Zertifikatsprogramm im Bereich Fremdsprachen. Ed.: Prüfungszentrale des Deutschen Vokshochschul-Verbandes. 1991.

VHS-Zertifikatsprogramm im Bereich Mathematik-Naturwissenschaften-Technik. Ed.: Prüfungszentrale des Deutschen Volkshochschul-Verbandes. 1991.

Weiterbildungsangebot Handwerkskammer des Saarlandes. Berufliches Weiterbildungsprogramm 1992/93.

Glossary of selected institutions

Bildungskommission des Deutschen Bildungsrates	Education Commission of the German Council for Education
Bundesanstalt für Arbeit	Federal Labour Office
Bundesinstitut für Berufsbildung (BIBB)	Federal Institute for Vocatinal Training
Bundesinstitut für Berufsbildungsforschung (BBF)	Federal Institute for Vocational Training Research
Bundesministerium für Bildung und Wissenschaft (BMBW)	Federal Ministry of Education and Science
Bundesministerium für innerdeutsche Beziehungen	Federal Ministry for Intra-German Relations
Bundesrat	Federal Council
Bundestag	Federal Diet
CEDEFOP	European Centre for the Development of Vocational Training
Deutscher Ausschuß für technisches Schulwesen (DATSCH)	German Committee for Technical Education
Deutscher Bildungsrat	German Council for Education
Deutscher Fernschulverband e.V.	German Association of Distance Learning Institutes
Deutscher Industrie- und Handelstag	Association of German Chambers of Industry and Commerce
Deutscher Volkshochschulverband	German Adult Education Association
Institut der Deutschen Wirtschaft (IW)	Institute of the German Economy
Landtag	Land parliament

Prüfungszentrale des Deutschen Fernschulverbandes e.V.	Education Headquarters of the German Association of Distance Learning Institutes
Reichsinstitut für Berufsbildung in Handel und Gewerbe	Reich Institute for Vocational Training in Commerce and Industry
Staatliche Zentralstelle für Fernunterricht	State Headquarters for Distance Learning
Ständige Konferenz der Kultusminister der Länder	Standing Conference of Land Ministers of Education and Cultural Affairs

Glossary of selected legislation

Allgemeine Preußische Gewerbeordnung	Prussian Trade and Industry Code
Arbeitsförderungsgesetz	Labour Promotion Law
Ausbildereignungsverordnung	Trainer Aptitude Regulation
Berufsbildungsgesetz (BBiG)	Vocational Training Act
Betriebsverfassungsgesetz	Industrial Constitution Law
Bundesausbildungsförderungsgesetz	Federal Law on Education and Training Promotion
Fernunterrichtsschutz-Gesetz	Distance Learning Protection Law
Gewerbeordnung des Norddeutschen Bundes	Trade and Industry Code of the North German Federation
Handwerksordnung (HWO)	Crafts Code
Hochschulrahmengesetz	Higher Education Framework Law
Jugendarbeitsschutzgesetz	Youth Employment Protection Law
Ordnung der Drechsler zu Köln	Ordinance of the Cologne Wood Turners
Regelung des Lehrlingswesens	Regulation on apprentice training
Reichsschulpflichtgesetz	Reich Compulsory Education Act

Selected terminology related to education and vocational training in the Federal Republic of Germany as used in this report

Allgemeine Fachhochschule	General higher education institution
Arbeitsstelle für betriebliche Berufsausbildung	Office for On-the-job Vocational Training
Berichtssystem Weiterbildung	Continuing training report system
Berufliches Gymnasium	Vocational grammar school
Berufsakademie	Vocational academy
Berufsaufbauschule	Vocational extension school
Berufsbildende Schule	Vocational training school
Berufsbildungsbericht	Report on Vocational Education
Berufsfachschule	Full-time specialized vocational school
Berufsgrundbildungsjahr-Anrechnunungsverordnungen	Credit of pre-vocational year regulation
Berufsschule	Vocational school
Bezeichnungen zur Gliederung des beruflichen Schulwesens	Designations for Structuring Vocational Schools
Beschluß der Kultusministerkonferenz vom 8. Dezember 1975	Decision of the Standing Conference of the Ministers of Education and Cultural Affairs dated 8 December 1975
Fachhochschule	Specialized institution of higher education
Fachhochschulreife	Certificate of aptitude for specialized short-course higher education
Fachoberschule	Higher technical school
Fachschule	Specialized institute
Fernuniversität	Open university

Gesamthochschule	Comprehensive university
Gesamtschule	Comprehensive school
Grundschule	Primary school
Gymnasium	Grammar school
Gymnasium in Aufbauform	Upper level grammar school
Hauptschule	Lower secondary school
Hochschule	Institution of higher education
Hochschulreife	University entrance certificate
Höhere Fachschule	Higher technical school
Kammer	Chamber
Kunsthochschule	Art College
Lehre	Apprenticeship
Lehrling	Apprentice
Leistungsfächer	Major subjects
Kollegschule	College school
Kollegstufe	College stage
Mainzer Studienstufe	Mainz study level
Pädagogische Hochschule	Teacher training institution
Realschule	Intermediate secondary school
Referendariat	Preparatory teaching period
Regelschule	"Regular" school
Reichserziehungsminister	Reich Minister for Education
Schulaufsichtsbehörde	School supervisory board
Statistisches Jahrbuch der BRD	Annal of statistics on the FRG

Technikerschule	Technical college
Theologische Hochschule	Theological institution
Vereinbarung über den Abschluß der Berufsschule	Agreement on completion of vocational schooling
Verwaltungsfachhochschule	Institute of adminstrative studies
Volkshochschule	Adult education centre
Volksschule	Previously the name given to schools comprising primary and lower secondary classes
Vordiplomzeignis	Pre-diploma
Vorklasse	Preliminary school year prior to the 1st class

CEDEFOP - European Centre for the Development of Vocational Training

Systems and procedures of certification of qualifications in the Federal Republic of Germany
By Joachim Münch in collaboration with Torsten Henzelmann

CEDEFOP panorama

Berlin: CEDEFOP - European Centre for the Development of Vocational Training, 1993

4th edition 1994 - 96 pp. - 21,0 x 29,7 cm

DE, EN, FR

free of charge - 5004 EN -

panorama

CEDEFOP

European Centre for the Development
of Vocational Training
Jean Monnet House, Bundesallee 22, **D-10717 Berlin,**
Tel. 49-30+88 41 20; Telefax 49-30+88 41 22 22;
Telex 184 163 eucen d;

In these publications the authors, after making brief reference to the characteristics of the general and vocational training systems in their countries, describe all aspects of how qualifications are certified:

- formulation and introduction of certificates, qualifications and diplomas: the relevant institutions, procedures, tripartite or joint consultation or decision-making commissions;
- access to qualifications: conditions, means, motives, channels;
- certification: aims, contents, means, procedures;
- usefulness, use, trends and problems

BEST COPY AVAILABLE

5004